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ABSTRACT

Proceedings of the 1980 National Conference on Academic Advising are presented. The more than 50 papers are organized as general sessions, preconference workshops, and paper sessions. For the paper sessions, summaries are presented, which are either written by the presenters or the publication editors. Articles and authors include the following: "How Students Develop their Notions of Knowledge and Advice" (William G. Perry, Jr.); "Designing Developmental Advising Environments" (L. Lee Knefelkamp); "Truth-in-Testing and Its Implications for Academic Advising" (Tom Sutton, Robert Moulthrop, and Phil Rever); "Assessing Your Advising Program" (David S. Crockett); "Student Development Assessment and the Developmental Transcript" (Theodore K. Miller); "Writing Grant Proposals for Academic Advising" (Gerald V. Teague and Henry M. Carter); "SIGI-Research and Practices in a Computer-Assisted Career Planning Program" (Lila Norris); "Peer Advisement: A Working Model at the University of Wisconsin-Superior" (Charles R. Barman and Paul A. Benson); "An Integrated Advising-Career Planning Model: Description of the Model and Interpretation of Research on Its Effectiveness" (J. D. Beatty, Beverly Davis, and Bernard White); "Advising Systems: A 'Developmental' Approach to Advising the High Risk Student and Facilitating Total Development of All Students" (Wanda D. Bigham, Terry Blong, and Linda Higginbotham); "Can the Unsuccessful/Reinstated Student Be Aided in His/Her Development?" (James F. Caldwell); "Predicting Which Freshmen Will Drop Out: A Measure of College Persistence" (Calvin B. Campbell); "An Ethnographic Study of Special Student Advising" (Richard J. Cooper); and "The Placement of Students in Appropriate Level Courses and the Academic Adviser" (Marcia D. Escott). (SW)

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PROCEEDINGS

"Academic Advising as a Developmental Process"

4th National Conference on Academic Advising

October 19-22, 1980
Asheville, North Carolina

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P R O C E E D I N G S

of the

4th NATIONAL CONFERENCE ON ACADEMIC ADVISING

Linda C. Higginson and Kimberly D. Cohen
Editors

Susan H. Garis, Assistant Editor

The Pennsylvania State University

Conference sponsored by

National Academic Advising Association (NACADA)
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October 19-22, 1980
Asheville, North Carolina

MESSAGE FROM THE NATIONAL ACADEMIC ADVISING ASSOCIATION PRESIDENT

Dear Colleagues:

In fulfilling its purpose to promote the quality of academic advising and to support the professional development of its constituents, the National Academic Advising Association is pleased to publish the 1980 Conference Proceedings. This effort maintains the NACADA tradition of quality in its publications, programs, and services.

This issue of the Proceedings marks a first for us as well. This is the first issue that is provided to all NACADA members and all Conference participants without additional charge. This issue is also being provided six months earlier than we have been able to have it available in the past.

The NACADA Officers and Board of Directors wish to thank the presentors for their contributions to the Conference. We trust that you will find their ideas thought-provoking and useful in your own advising programs. A very special thanks is extended to Linda Higginson and her colleagues at Penn State for producing this document most efficiently.

I am certain you will find an appropriate place for these Proceedings in your academic advising resource files, and that you will use it as you seek to provide better academic advising for your students.

Sincerely,

Thomas J. Grites

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Editors' Introduction

It is our pleasure to present the Proceedings of the 4th National Conference on Academic Advising.

Three principal sections comprise this record of the Conference: General Sessions, Pre-Conference Workshops, and Paper Sessions. The Table of Contents lists titles for all presentations made, along with the names of all presenters. The material recorded in the Proceedings has been provided by the presenters, and the author(s) of this material is(are) designated. Editors' summaries for Paper Sessions, adapted from original program proposals, are provided when presenters have not made their own summaries available. Such adapted summaries are marked with an asterisk (*) in the Table of Contents. In a few instances no summary could be developed from a presentation. Paper Session summaries are presented alphabetically, according to the name of the first presenter listed in the Conference program.

Linda C. Higginson, Kimberly D. Cohen and
Susan H. Garis

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I. GENERAL SESSIONS

William G. Perry, Jr., Professor Emeritus, Harvard University: "How Students Develop Their Notions of Knowledge and Advice" (Keynote Address)

Mr. Perry has provided the following excerpt from the Annual Report of the Bureau of Study Counsel, Harvard University, for 1972-73 in lieu of a summary of his address.

On Advising and Counseling

(Copyright 1974 William G. Perry, Jr., all rights reserved. Copies distributed at NACADA Conference in Asheville, NC, October 1980.)

The number of students consulting our counselors increased for the sixth consecutive year. For a while we attributed the increase to our leaflet. The difficulties of communication attendant on growth and change in the college had driven us reluctantly to publish a little brochure and to distribute nine thousand copies to students and Faculty.

However, in keeping with our general feelings about such fliers, the leaflet was mentioned as a reason for calling upon us by only one instructor and by no student whatever. Its effects may have been subliminal, of course; we thought we noticed some diminution in the accusatory query, "Why didn't I ever hear of the Bureau?" However, the most suggestive summary of the whole matter was voiced by a student of whom we made inquiry: "Oh, yes, I remember that thing! I put it in my desk drawer and promised myself I'd look at it as soon as I'd solved all my problems."

Our experience has taught us to ponder remarks like this. When intelligent students utter absurdities, we sense that we may be in the presence of powerful forces and suspect that the speaker may not be the only student subject to them. I wish to explore here the general logic from which the student spoke and which caused him an embarrassed laugh. The exploration will not explain why so many students came to us for counseling in this particular year but it will illuminate the state of mind in which students come to us in any year. Such a vision of what the students seem to be asking of us may help to make comprehensible the particular manner in which we have learned to address them.

"What is the typical problem students bring to the Bureau?" Where the word 'problem' is understood in the usual sense of some particular difficulty, the variety students present provides no answer to this question. Every problem under the sun. Even if the word is taken in a more general or abstract sense and used to refer to some deeper dysfunction we find it stands in the way.

The word certainly stands in the students' way. The students expect counselors to be problem-solvers, that is, solvers of problems one should have solved on one's own. The student who could not even look into our leaflet until he had solved all his problems has good company in the many students who tell us that they have no right to ask a professor a question in office hours while they are not doing well in his course. If a student feels he has an unsolved problem, then his self-esteem is lowered, he has failed of independence, there is something he "should have known," he is ashamed. In approaching a counselor whom he sees as a problem-solver, he must put aside his self-respect. Since he expects the counselor to be more interested in his problem than in him, he apologizes if he feels his problem may not be very interesting. He anticipates even the counselor's usefulness as one more humiliation, should the counselor be successful in pointing out what he should have known himself.

Naturally, we must meet the student where he is. If he is invested deeply in his "problem," we meet him there. Problems are real, and we are happy to help students solve them. But we have become deeply mindful of the price and of an urgent priority. We find that we have more fundamental work to share with the student, and that if it isn't done, no problem will stay solved for more than a week. In this ingenious culture, almost any difficulty is quickly classified as a 'problem,' for all problems are presumed soluble. The effect is to obscure the inescapability of pain and loss, perhaps even to deny the possibility of tragedy. In our training of young counselors, eager to become problem-solvers themselves, we ask "And if a problem turns out to have no solution at all, has the counselor then nothing to do?"

If pain, the sense of loss or of defeat, and even the threat of limit allow of no interpretation but that one has failed to solve one's problems, one is drawn inescapably into alienation from one's direct experience. Since the experience of pain is pre-judged as illegitimate or invalid or disqualifying, there is no way to be courageous except to search out what is wrong with oneself and get rid of it--even to the point of begging a counselor's help in the endeavor. Bright young people may well be particulary susceptible to this construct of their experience. What have their heads been for but to keep them out of the trouble and failure other people get into? If we then select from our problem-oriented society those bright young people who have never failed at anything, and, because they have never failed, honor them with membership in a select institution devoted to the intellect, we may then believe that the student who sequestered the Bureau's leaflet in his drawer (until he should solve his problems) expressed the beliefs and aspirations of a large number of his classmates.

I am clearly speaking of issues extending beyond the scope of the Bureau's counselors, and proper to the concern of all advisers and instructors. But it is reasonable to expect that most of the students who come to us are among those who suffer from these cultural misconstruals to such an extent as to prevent them from accepting and using the usual resources available for transcendence in the community at large. This assumption defines the Bureau. Rather than being a place for better advising it is a resource for a special mode of advising. Counseling is anybody's term--sometimes generic, sometimes specific or even pretentious. In keeping with an older Harvard custom I use 'advising' as the generic term, 'counseling' as specific. (If some pretentions must go with it, we are at least paid for them, and experience cuts them to size.) Since all counselors at the Bureau function also as Freshman Advisers I can illustrate the different emphases of advising and counseling free of suspicion of invidious comparison. We see no line dividing counseling and advising. At their best they should overlap deeply in the actions of both counselors and advisers. The difference in emphasis expresses a difference, dictated by the context of the student's needs, in the adviser's and counselor's ordering of priorities and direction of regard. In addressing the interpenetration of the student and his world, my primary responsibility in advising is that the student is informed of what he needs to know about that world--its shape, where it is immutable, where it may respond to pressure, what others' experience of it has been. In the time available I will of course convey my recognition of the student as the individual he is--what I have to offer may be of little use if he feels I'm not talking with *him*--but my first responsibility is never to assume that the student knows what he should know about Math 105.

In counseling, I tentatively make just this perilous assumption. I may be curious whether such an ignorance about the "out there" is the source

of the student's distress, but if it is, I can allow the fact to become apparent in due course. My prior concern is focused on another order of reality--the student's interpretation of his distress in the midst of his situation as he sees it. My first responsibility is never to assume that the student would not misconstrue the meaning of his experience if he only had accurate information. The probability is high, after all, that the student has already been given good advice (and maybe other advice as well) about his situation and how to address it. Some interpretations of his own, some meaning his experience has for him, may have made even accurate advice unassimilable. This probability, even as a possibility, enjoins the counselor to provide, first of all, an opportunity for the student to learn about, and to revise, the assumptions on which he rests his self-esteem. The student may not need this opportunity; he may need it and not take it; the counselor cannot coerce him. But if the counselor involves himself too early in 'the situation,' and fails to provide this larger opportunity, the risk that no one else will is unacceptable.

This shift in priorities, this re-direction of attention more toward the student's experience, expresses itself in the difference of emphasis in the action of advising and the action of counseling. One of the most familiar of situations will illustrate. It is early December. A freshman who has been telling his adviser that "everything's fine, OK" drops his pretense and his smile and reveals his conviction of defeat, stating that he thinks he should leave. "I don't know what's the matter. I can't study anymore. I'm wasting my time and my parent's money. It can't be just homesickness. I've just been home for Thanksgiving--and I've been away from home longer than this before. I hate to let down that man in Admissions, but I guess I just wasn't ready."

I find a fair consensus as to the commitments proper to an adviser in such a moment. He is to reassure, in part by providing the information that many or even 'most' freshmen feel this way at this time, each of them convinced of being the one mistake the Admissions Committee made; he is to encourage by siding with that part of the student that wants to stick it out, assuring him that the discouragement will pass and that things will look different in February; he is to inquire tactfully for specific trouble-spots, roommates, courses, girls; and he is to make a date for tomorrow to talk over that sticky paper for Expos. Individual styles in making these commitments will vary with the adviser and the proximity to lunch or beer, but the adviser will involve himself by reassurance, by clarifying the student's situation, and by becoming an active part of that situation himself--a representative of the community saying in effect "take heart, stay, we want you here".

Thankfully, this is usually just what the student can use. He does feel reassured in knowing that others feel this way; he is relieved of the conviction that something is wrong with him or that he doesn't belong. He can begin to think again; he gets the Expos paper written. With the adviser's coaching, he can even use the paper's lateness as a way to get to know his section person.

But even when the adviser does this work well, there are many students who seem unable to make use of it. From what we have learned to hear them say, the reasons usually lie in that misconstrual of their pain which denies them the right to experience it in dignity or to accept the confidence of others in them. With an occasional student of this kind, an experienced adviser finds it possible to shift his address in the direction I have called counseling (howsoever he may conceptualize for himself such a re-ordering of priorities and purposes). More commonly, the very commitments he has already made have added him inextricably to the lengthening list

of those whom the student feels he is letting down. Perceiving the adviser as one more person who thinks he should stay in college, the student begins to avoid him out of the very shame he needs to explore.

It can be held that the learning involved in such an exploration, painful as it might be, is now the student's first educational priority, so fundamental to his intellectual and academic development as to be integral with it. Harvard provides this educational opportunity through the expensive differentiation in its advising system which this essay explicates. I do not speak only of the Bureau of Study Counsel, which is expensive enough. Counseling, like advising, is ultimately an exercise of one's humanity; it is no one's monopoly, and the professional counselor's sole distinction lies in the privilege of full time study. Thankfully, there are many persons in administration and instruction to whom the concerned Freshman Adviser can refer or to whom the student can turn on his own.

Let us suppose, in this case, that the student has come to a counselor in the Bureau. After the usual preliminaries of greeting, he may start by saying much what he first said to his adviser, perhaps with a deepened sense of disqualification and confusion. A counselor will of course respond in his individual style as a person and in his intuitive sense of the student's person and timing. However, the general nature of his response will be of the following order, and only an awareness of the counselor's commitment to the priorities I have discussed can make the choice comprehensible. "I gather--you're saying, kind of, that you think you shouldn't be feeling this way--there's no reason for it--and yet, just the same, somehow you *do*?"

The ordinary conventions of helping relations provide a context in which the adviser's manner of response seems natural, appropriate and supportive. Not so for the counselor's mode. When listening to a tape recording in our course in counseling, beginners react to this mode of response with disbelief, embarrassment and shock. Superficially, they hear it as 'passive', more deeply as a withholding of support. They cannot understand why the student appears to react with a kind of underlying relief and gratitude in which he gradually dares to claim his experience and to develop new ways of affirming its meaning for him. This incongruity leads beginners to differentiate among kinds of support.

The differentiation can begin usefully with an examination of the fate of the kind of support offered by our hypothetical adviser. The adviser has said, outright or in effect, "Lots of freshmen feel this way". The student who has lost confidence in the legitimacy of his experience can read such a statement to confirm his apprehension that an experience is legitimate only if it can be classified in a common category. He has already said himself that he has failed to legitimize his experience through logical "reasons". What has happened to the adviser's best effort will be revealed when the student says to the counselor, "My adviser tells me everybody feels this way this time of year, but if so, they why do *I* react so badly?"

The adviser has also said, in kindness, "So you needn't worry." But this student, finding himself unable to stop worrying, has no choice but to add this failure also to his list. Not only is he experiencing illegitimate distress; he can't even make himself feel the right way about it.

For anyone who may wish to learn to counsel, the prerequisite is to experience firsthand defeat in the adviser's supportive endeavor. It is on the sense of necessity born of this defeat that he will have to rely on learning ways that will strain his habitual and conventional modes of converse. Many of our beginners attempt to short-circuit this reorientation

by learning "technique". The ensuring diaster informs them that technique is not an instrument but an expression and that its integrity lies in its harmony with what one is endeavoring to express.

What then, is our hypothetical counselor endeavoring to express in his way of responding to the distressed freshman before him? No one example can represent the many kinds of communication the counselor may wish to attempt even in this first meeting, but one kind is prior and he will constantly reconfirm its central message. First of all, in addressing the interpenetration of the student and his world, the counselor is clearly attending more to the student than to the situation. I could say that he is choosing to relate himself to the student's *experience of* his situation, but this experience is itself a complex, and the counselor has attempted to communicate his recognition of its nature. Shorn of its tentative delivery--itself a communication which I shall consider later--the counselor's statement reads, "you're saying you shouldn't feel this way, but you do". That is, the counselor has given primary recognition not only to the freshman's experience but to his judgment *of* his experience--by implication his *ethical judgment of himself* in his experience. It is the fact that this judgment is negative that obscures the support inherent in the counselor's unconventional act. It will be quite in keeping with the counselor's intent for him to say outright, as the students' timing warrants, "and you feel disappointed in yourself." It is hard to see at first that such a response resonates not only to the student's central selfhood but to that ultimate exercise of self-judgment in which we all invest, in times of defeat, our remaining shreds of strength and dignity. Even in our self-contempt we affirm that at least we have our standards. It is the student's sense that the counselor has recognized and confirmed this exercise of strength and dignity, rather than denying its necessity in favor of the usual forms of reassurance, that gradually gives the student his opportunity to loosen the defensive entrenchment of his self-esteem.

For the sake then of confirming and supporting the student in this central strength, the counselor has simply accepted the fact of the student's negative self-judgment. Beginning counselors have trouble distinguishing between accepting the fact of a judgment and accepting the judgment itself. They fear their acceptance will be misconstrued as agreement. This never happens. Indeed the very phrasing "you *think* you shouldn't...." etc., points subtly and cumulatively over time to the nature of such judgments as attributions of the student's own, as distinct from fixed states in his being.

The remaining phrase "but you *do*" seems to run another risk, that the student will read it, in his frame, as an accusation, or at least a confirmatory judgment of failure. Perhaps this very expectation in the student will heighten for him, through contrast, the communication expressed in the counselor's tone. The tone is at once grave, compassionate, respectful, and matter of fact--this being how the counselor naturally feels. There are, of course, many ways and times for such expressions; in speaking this way at this time, the counselor has taken his stand as a teacher.

At first glance the phrase might seem to extend the simple "acceptance" just accorded to the student's self-judgment to the experience itself. This is surely the counselor's intention, but he intends the act to *contradict* the student, implicitly, at the level of his fundamental assumptions about the nature of experience itself. After all, the student has said that the experience is unacceptable.

The counselor will be as intransigent in this teaching as he has been bold in establishing its context at the outset. But he will conduct it through the implicits of his action. Explication would involve him in

those very metaphysical justifications through which the student negates his life, namely that experience must be justified through reasons. In contrast, the metaphysical assumption the counselor expresses in the tone of "but you *do*" is precisely the age-old humanist postulate "existence is prior to essence." He is saying, "The legitimacy of your experience lies in the fact that *you have* it. It is real, and prior." A lot remains to be learned about living, of course, after this premise is tentatively assumed, and the counselor will help the student to start his explorations. One observation will surely be that experience of thought, feeling and events reveals itself as far more complex and negotiable once one learns to suspend judgment long enough for at least a short sequence to evolve.

Most centrally, the counselor will try to promote these learnings in the student's interpretation of his pain: that pain is itself a human event, often inescapable rather than an invariant sign of shameful failure to solve some problem, that it can even be a dignified event, ennobling of simple endurance. At levels below the mere words, it is astonishing how incredible these truisms can seem.

At a time of the student's life, then, when all his choices appear from within to be narrowing his horizons rather than broadening them, one task of all counseling must be to assist him in accepting the experience of loss as legitimate in itself. This entails in turn the communication of the dignity of grieving. The freshman may have to learn to grieve not only the home he has left. Even the vision of success in his field of concentration may but remind him of the success he might have been in fields down the roads not taken.

We have inquired of students who have responded well to their adviser's support or who have seemed to find the support of the general instructional and social milieu sufficient to them. In their talk of their experience they convey a sense of texture in the ongoing present--an awareness of immediate function and existence in which they naturally "take the bad with the good"--a kind of "you can't win them all" vitality. The acceptance of limit seems part of this flow of daily living, and even the grieving of loss seems often to take its course with only an intermittent, wave-like infusion into conscious attention. In severe stress, the sensate awareness of flow of the present in the context of time nourishes the hope of change and invites the investment of courage in the maintenance of daily work.

This sense of physical reality in a textured present has become lost to students whose courage and self-esteem have somehow become invested in our culture's aspiration to defeat the possibility of defeat. Pain cannot be allowed to be an event; it appears as an ineradicable judgment of shortcoming. Faced now with the necessity of life's choices, they find themselves hopelessly indecisive. If some good lies in each of two directions, they waver, unable to take either because of the loss of the other. Urged to talk with a counselor, they will claim to be "too introspective already." But clearly, their preoccupation with internal debate has been caused by the very premise which denies its resolution. Thought has become obsessional, and the very endeavor to find a recourse in studies only confirms the helplessness of will.

Counseling, then, begins with the present. The counselor's first endeavor must be to emphasize, in every moment of action, the student's existence before him in the here and now. He cannot do so explicitly; he does not want to make the student think about, or strive for, some existential ideal of which he is falling short. He wants to nourish and reawaken in the student the sensation that whatever he is talking *about*, he is saying it here and now in this room--whatever disasters and failures

he may be endeavoring to ward off, here he is for now, anyway. For this, the counselor's sole power lies in the resonance he can provide through his own awareness. He never allows his attention to be seduced so far into what the student *is* saying as to detract from his awareness that the student is in the act of saying it. This constancy of attention will express itself naturally and unobtrusively in low key evocations of the present as context: "You're saying--so you're feeling that--if I hear you right--as you look back on it now you--it's as if you look ahead to that one and you say..."

Tone, however, will be more communicative than words, and in a paradoxical way: the counselor will express his resonance with the student's immediate experience most powerfully through the groping tentativeness of his offers of understanding. Present experiences--or more precisely present experienc*ing*--is ever on the move, unfolding, as the moment opens into the future. On the leading edge of this moment, our immediate awareness and attention move within a salience of relatively defined shapes and meanings. These well up, as it were, out of a larger, vaguer manifold--a manifold itself in motion with changing potentials for further realizations and revelations. Because awareness in this immediate sense has no clear boundaries, no definition separating it from its further potentials, we can communicate it only through open-ended suggestions. If you are to try to tell me of this unfolding moment you may speak like this, "Well, I don't know, maybe I don't quite understand, but what keeps coming to mind is..." If I then try to understand your experience and to communicate my understanding to you, I can do so in either of two modes. I could say in a declarative sentence, "I see. You're puzzled." Here I have understood your experience in the sense of labeling it, conceptualizing it, bounding it within a category. If you find the category reasonably accurate you will say "Yes", and we will be related together through a concept itself devoid of puzzling. To meet at this level, we have had to interrupt your experiencing at the level of the puzzling itself. Conceptualizing is of course itself an invaluable human activity, but with its price in immediacy. Here, it has put the experience we are conceptualizing *about*, together with our attention, into the moment that is past, preempting the flowing present. In the converse of experienc*ing*, a concept (past participle of *concipio*, to grasp) can be a stopper.

But I can "understand" in another way. I can endeavor to accompany you in the unfolding of the experiential moment itself. You will sense my presence in that I offer my understanding as tentatively as you are exploring your own, for my voice will leave my words suspended, as if in mid-air, imposing neither the demand of a question, nor the finality of a declaration: "Oh, you really feel kind of puzzled, somehow...or..." Because this expresses my genuine endeavor to share the flow of the moment without intrusion or manipulation, you will hardly notice 'what' I have said--much less be distracted by the inanity it exudes in print. Instead, sensing only that I am somehow 'with' you, you will feel supported and encouraged in following the unfolding of your thought and feeling, saying perhaps "Yeah--*yeah*--Oh--Maybe I've got it clear enough really, but what I don't understand about it all is its *importance*."

Where a student is not too depressed to echo to the counselor's insistent resonance to his presence, its meaning for him can be dramatic. Indeed, the issue was first made explicit for us years ago by a student who, responding to this mode of attention, gradually relaxed in his chair, then felt the muscles of his belly: "Golly, I feel like I'm real again! I guess I've been feeling like a C-minus walking around on two legs."

In the context of this resurgence of vitality, be it dramatic or painfully slow, the student can learn with the counselor a new respect for

grieving and a new foundation for his self-esteem. He will also learn new ways of conducting his inner debates. All men, he will discover, are condemned to live their inner lives in committee. He will therefore undertake to hear all voices but to declare himself a firm chairman. Meanwhile he can get himself gratefully back to work.

We are sometimes asked if we think of counseling as a kind of 'preventive psychiatry'. Well, all right, if we stop to think about it that way. But we would have to stop. We could say that students come to us in the log-jams of personal development. Helping them to pry loose and get going must surely be preventive. It must lessen the likelihood of having recourse to those substitutes for living called neuroses. Also we hope it is often preventive of just plain failure.

As for psychiatry or therapy, the overlap with counseling is clearly considerable. However, the emphasis in psychotherapy (medical or psychological) is on the unlearning of long-established defensive strategems. Psychiatry, also, must attend to those manifestations of disordered experience in which the chemistry of the body is entwined.

Our major interest draws us back toward the interpenetration of our endeavors with those proper to advising and instruction. Not that we would have all advisers and teachers turn themselves into counselors. Rather we are looking beyond the broad distinctions which I have emphasized in this essay to join with our colleagues in exploring the complex ways in which those confirmatory processes so heightened in specialized counseling can and do function as an integral part of all good advising and teaching.

In our Seminars on Teaching and Learning we share with advisers and Teaching Fellows the ways of seeing into educational interaction to which our experience has led us. From the examination of tape recordings of actual events we find that the members of our seminars take with them not the wish to undertake in their work the counselors' special focus but rather a more articulated vision of the choices available in their work from moment to moment. We know that in our own advising we have learned, for example, that when a freshman reports his grades--four straight "A's", let us say--it is well to restrain our impulse to congratulate. At least long enough to ask "and how do you feel about *that*?" Counseling has taught us, as it had taught others, never to close off the opportunity for the student to communicate such a reading as "Terrible. I'm really disappointed In this place, I mean--and in me too, somehow--I know damned well I don't deserve those grades."

Against the background of these thoughts, it seems to us quite possible that the recent heightening of the priority students give to their work accounts for their increased use of counseling...

L. Lee Knefelkamp, Associate Professor and Acting Chairperson, Department of Counseling and Personnel Services, University of Maryland, College Park:

Designing Developmental Advising Environments

Dr. Knefelkamp's presentation focused on use of the Perry scheme in providing academic advising. Because the session was not taped, no summary could be developed.

Tom Sutton, Learning Research Project; Robert Moulthrop, Educational Testing Service; Phil Rever, The American College Testing Program:

Truth-in-Testing and Its Implications for Academic Advising

The following summary is by Tom Sutton.

No one in NACADA needs to be reminded of the enormous influence of standardized testing in American education. However, some conference participants may be less aware of the growing movement for truth-in-testing around the country, a movement which is leading the drive for public accountability on the part of some of the most powerful and secretive institutions in education: the testing companies. They have become the *de facto* arbiters of educational opportunity for many American students.

The truth-in-testing movement attempts to provide a mechanism for public scrutiny through the same approach that led to legislation requiring truth-in-lending and truth-in-packaging. The law which New York passed in 1979 contains three basic provisions: 1) All research on test validity, bias and predictability must be disclosed publicly; 2) Test takers must be informed of exactly what their scores mean (in terms of predictive value, margin of error, scoring scale, etc.) and how they will be reported to institutions; and 3) Upon request, test takers must be provided copies of questions and answers used in computing their scores.

The truth-in-testing approach serves a number of purposes. It promotes a better understanding of tests and their limitations by both students and institutions. It reveals the procedures used to translate raw scores into the information which is reported to institutions. It holds out the prospect of improved tests, as a result of more extensive, independent professional and community access to test research. It gives students the opportunity to learn from specific mistakes they may have made on tests. It lessens the inequities of differential access to various coaching programs based on ability to pay. In short, truth-in-testing is an essential step toward removing the secrecy surrounding our standardized testing industry.

Supporters of truth-in-testing include NEA, Hispanic Education Coalition, National Consumers League, NAACP, and the United States Students Association. Legislation has been introduced in a number of states as well as in the United States Congress, and truth-in-testing is now law in New York and California. The correlation between family income and test performance is well-documented, and truth-in-testing is one approach which can help ensure that standardized tests cease to be a barrier to equal educational opportunity for all Americans.

Copies of reports pertaining to standardized testing may be obtained from the author.

Mr. Moulthrop's remarks were presented from a manuscript which was in press at the time of the Conference. He presents a detailed discussion of the truth-in-testing issue in that article:

Legislative proposals to regulate standardized admissions testing: Political issues, educational truths, and the political process. Peabody Journal of Education, 1981, 58(2), 72-83.

The following statement regarding "ACT's Position on Truth-in-Testing" is by Philip R. Rever.

The widespread interest in the much publicized debate regarding Truth-in-Testing is evidenced by this panel. Frankly, it is difficult to determine how Truth-in-Testing would affect the academic advising process. Consequently, I conclude that the presence of this panel at this conference can be attributed to a general interest in the topic.

Your interest in Truth-in-Testing coincides with a broader public interest in legislation that requires a significant departure from past policies that restrict access to admission tests for undergraduate, graduate and professional schools. This change which would be required by the various Truth-in-Testing legislative proposals introduced in 20 states is the "disclosure" of tests. Simply stated, "disclosure" is allowing students to review their tests after they have sat for them. ACT and other test agencies are opposed to Truth-in-Testing for legal, political, educational and service reasons that relate to disclosure. While disclosure, per se, is an appealing idea, legislation mandating it is not.

Responsible legislation has the following characteristics: 1) its language does not conflict with existing laws or legal principles unless its purpose is to alter existing laws or legal principles; 2) it has been thoroughly studied so its consequences are clearly understood; 3) it contains provisions that will lead to the achievement of its purposes; and 4) it is necessary because a) it addresses a significant problem and b) it is the only means by which the problem can be solved.

I intend to demonstrate that Truth-in-Testing falls short of the preceeding definition. Evidence that Truth-in-Testing falls short of the definition comes from New York, one of two states that has enacted a Truth-in-Testing law.

What happened in New York? The original law was enacted in 1979 and became effective January 1, 1980. Before it became effective, amendments were introduced to correct the law's deficiencies, two lawsuits were filed by test agencies which sought injuctive relief from the law, 20 small admissions test programs were withdrawn from the state, other test agencies reduced the availability of their tests, and most test agencies raised test fees to cover the increased costs of complying with the law. Any Truth-in-Testing law modeled after the New York law will have similar effects.

Legal and Political Considerations

Almost all proposed Truth-in-Testing laws contain provisions similar to those in the New York law that a) are the subject of litigation in a Federal District Court, b) were the subject of a lawsuit in a New York State court until the law was amended, c) may restrain trade, and d) imposes data reporting and publication requirements on private test agencies that would not be imposed on examinations developed by the state.

Like the original New York law, language in many other proposed laws does not restrict the applicability of the legislation to students, tests, and institutions in Florida. Consequently, it extends the states' jurisdiction beyond their geographical boundaries and violates the sovereignty of other states. This issue of limits to extraterritorial jurisdiction was raised before a New York court. However, the case was declared moot when the New York law was amended to limit the law's applicability to New York residents, institutions, and to tests administered in the state. Statutes lacking this limitation violate other existing laws.

Similarly, Truth-in-Testing laws conflict with federal law. For example, the New York law requires test agencies to publish copyrighted

documents which, according to a lawsuit in New York, violates the federal copyright law and the 14th Amendment to the Constitution. This litigation is pending before a Federal District Court that has restrained New York from applying the law to the New Medical College Admission Test. Were the law declared unconstitutional or in conflict with federal copyright law and voided, it is likely similar laws in other states would be voided also. Other states should not enact Truth-in-Testing until the legality of the New York law has been determined.

Any proposed legislation that may conflict with existing laws or legal principles should be carefully studied. Because the proposed legislation may abridge the purposes of the existing law, the proposed legislation may be undesirable. Truth-in-Testing abridges existing laws.

Private agencies are also concerned about any legislation that imposes on requirements to which they must adhere that is not also imposed on government agencies. Truth-in-Testing often expressly excludes civil service examinations from compliance with the law. Civil service examinations are often more heavily weighed in employment decisions than admission tests are weighed in admissions decisions. Consequently, civil service examinations often have a greater impact on individuals than do admission tests which would suggest they should comply with Truth-in-Testing. However, ACT argues that the sponsors' reasons for excluding civil service tests from Truth-in-Testing are sufficient reasons for treating the bills unfavorably.

Truth-in-Testing also should be treated unfavorably because it is unnecessary state legislation imposed on national testing programs that will not affect most large testing programs. Most programs, particularly large test programs in which students have expressed considerable interest in reviewing their tests, already publish their tests. Other test agencies do not routinely disclose their tests to the public because either a) they test so few students it is impractical, b) their tests' psychometric foundations would be destroyed, or c) their experience in New York suggests few students want to review their tests. Enactment of additional Truth-in-Testing laws will therefore not affect the test programs in which students have the greatest interest and would harm other test programs.

Effects on Service

The harmed test programs include the tests taken by few students each year. In addition, test fees for the affected tests would rise while test availability may be reduced.

Although the writers and sponsors of Truth-in-Testing often attempted to exclude small test programs from compliance, they may not have been successful. Shortly after the New York law was enacted, 20 agencies withdrew their tests from the state because the cost of complying made the test programs so expensive they became impractical. Six of the 20 have announced plans to return to the state after the law is amended.

Other effects on test services will occur for programs not exempted from Truth-in-Testing. These include increased test fees and perhaps reduced test availability. Test agencies have increased their fees to students in New York. Increased fees are required to recover the costs of compliance. Because tests cannot be reused as they are now (at least twice) more new tests must be developed. Consequently, the additional cost of additional test development will be recovered through increased test fees.

If the only disadvantage that accompanied the enactment of additional Truth-in-Testing laws were increased fees, ACT would not oppose Truth-in-Testing. However, the increased fees accompany legislation that is unnecessary and disruptive to the admission process. In addition, the increased fees accompany legislation that may be harmful to disadvantaged students.

Educational Effects

Proponents often claim that disadvantaged students will be the primary beneficiaries of Truth-in-Testing. By requiring test agencies to disclose their tests, disadvantaged students will have access to the same experiences wealthier students obtain by attending costly test preparation courses. If the only benefit of test preparation courses is to review practice examinations, the proponents' argument is plausible. However, not only is there considerable doubt about the benefits of test preparation courses, it is increasingly clear that disadvantaged students are less likely to obtain disclosed tests than are advantaged students. Both major undergraduate testing programs have reported that middle and upper income students, from suburban areas who tend to earn high grades and test scores, are much more liekly to obtain disclosed tests. If, as some believe, the disclosure of tests can help students, then it appears it will most likely help the advantaged. There is no evidence that Truth-in-Testing will help the disadvantaged. It may have the opposite effect.

Concluding Note

If more Truth-in-Testing laws are enacted they will affect different testing programs differently. For example, ACT has tested about 33,000 students in New York since its law become effective. It will cost ACT about $225,000 to comply with the law so 33,000 students could obtain a copy of their tests. Only 70, or .2 of one percent, requested a copy of their tests. A more vivid example of well intentioned but unnecessary legislation would be hard to identify.

Clearly, other test programs had different experiences and their national policies on test disclosure reflect their experiences. Consequently, ACT opposes Truth-in-Testing because it is unnecessary, it may have serious consequences on some students and because it will not achieve its purposes.

II. PRE-CONFERENCE WORKSHOPS

David S. Crockett, Vice President, The American College Testing Program:

Assessing Your Advising Program

Evaluate--"To determine the significance or worth usually by careful appraisal or study." (Webster's New Collegiate Dictionary)

In a recent National Survey of Academic Advising conducted by The American College Testing Program, 75% of the institutions of higher education responding reported no formal evaluation process of their academic advising program. Clearly there is a need by a majority of colleges and universities for a more systematic and periodic appraisal of both their advising programs and individual adviser performances.

A well-designed evaluation program can achieve the following objectives:

1) to determine how well the advising system is working;
2) to obtain information on individual adviser performance for the purpose of self-improvement;
3) to gain information on areas of weakness in order to better develop in-service training strategies;
4) to provide data for use in administering a recognition/reward system for individual advisers;
5) to gather data to support requests for funding or gain improved administrative support of the advising program.

Evaluation can generally be thought of as consisting of either formative or summative evaluation. Formative evaluation is designed to foster individual self-development or improvement of the overall advising program. This type of evaluation is best represented by objectives 1, 2, 3, and 5 listed above. Formative evaluation is, for obvious reasons, more readily accepted by advisers and therefore easier to implement on most campuses. Summative evaluation, on the other hand, is more threatening to many advisers. This type of evaluation, represented by objective 4 above, is designed to provide specific information on individual adviser performance for the purpose of making judgments or decisions regarding their effectiveness. A good comprehensive evaluation program should contain both formative and summative evaluation.

Developing and implementing a successful advising evaluation program involves the consideration of a number of important factors. Following is a brief discussion of six factors which need to be considered in designing a workable and effective advising evaluation program on a college or university campus.

Factor One: Involvement and Administrative Support. There is no substitute for strong administrative commitment and support for the evaluation program. Without such support, the evaluation effort will have difficulty in succeeding. It is important at the outset to obtain the support of the person or persons to whom the advisers are responsible (e.g., chief academic officer, deans, department heads). Once such a commitment has been made and communicated, the next step is to seek the involvement of the advisers themselves in the actual formulation of the program. A committee of advisers should be appointed to develop the specifics of the program.

By gaining this involvement and feeling of "ownership" in the early stage of development many potential problems and concerns can be avoided.

Factor Two: Determination of Criteria. A critical initial step is to obtain consensus on the criteria that will be used to determine program and adviser effectiveness. Institutional policy statements on academic advising can be helpful in identifying desired outcomes, adviser behaviors, and functions. Some common criteria include, but are not limited to: mastery of information; interpersonal skills; frequency of contact with advisees; keeping office hours; referral activity; attendance at in-service training; retention rates; and drop-adds, etc. It should be noted that it is often much easier to determine criteria than to develop satisfactory measures to assess the criteria selected.

Factor Three: Method of Evaluation. The method of evaluation needs to be determined early in the planning process. Regardless of what is going to be evaluated, (overall advising program, individual adviser performance, or both) basically three possibilities exist: 1) advisee evaluation; 2) adviser evaluation; or 3) advising manager or administrator evaluation. Although all can contribute to the evaluation process, advisee evaluation is probably the most direct and useful type of evaluation since advisees are the recipients of the service.

Factor Four: Instrument Development or Selection. Institutions may choose to develop their own evaluative instruments, borrow from other institutions, or use an instrument developed by the Center for Faculty Evaluation and Development, Box 3000, Manhattan, Kansas, 66502. Each approach has certain advantages. Self-developed instruments ensure "ownership" and often assess local objectives and desired outcomes more completely. The Academic Advising Survey, available from the Center for Faculty Evaluation and Development, has had broad institutional use and is supported by a research base.

Factor Five: Data Gathering. In order to ensure that the results of any evaluation effort are as representative and valid as possible, consideration must be given to how and when the data will be collected. When evaluating the overall advising program, a sampling of advisee, adviser, and administrative input will probably suffice. However, when evaluating individual adviser performance it is obviously desirable to have as complete results as possible. Often making advising evaluation a part of the registration process or administering it during a common class period will result in the most complete data being collected.

Factor Six: Feedback: A final, and sensitive consideration in the development and implementation of an advising program is the matter of providing individual advisers with appropriate feedback on the results of the evaluation. Confidentiality should, of course, be observed for both advisers and advisees. Advisers should be provided with their results, and if possible, a mean or average "score" for each item for the total adviser group. This not only lets each adviser determine areas which are strong or need to be strengthened, but allows them to compare their performance with that of all advisers on the campus. In the final analysis, adviser behavior is more likely to occur as a result of genuine interest and dedication on the part of the adviser to achieve competence.

Special Note: Participants in the pre-conference workshop on "Assessing Your Advising Program" had the opportunity to complete a self-inquiry instrument on "How Good Is Your Advising Program?" This 18-item questionnaire is designed to assess the effectiveness of individual campus advising programs. A copy of this instrument and scoring key may be obtained from the author.

Theodore K. Miller, Professor of Education, University of Georgia:

Student Development Assessment and the Developmental Transcript

The Developmental Transcript is, in essence, a record which reflects someone's judgment about a student's developmental learnings. It is based upon a Mentoring Process designed to aid the student in systematic growth producing ways.

The workshop was based upon the work of both Brown (1980) and McCaffrey and Miller (1980). It focused primarily upon the fact that the Developmental Transcript reflects both a process and a product, includes a mentoring-advisement component, and, to be effective, must be organized in a systematic fashion.

The process includes 1) assessing the current developmental status of students, 2) establishing developmental goals, 3) planning and selecting developmental experiences, 4) evaluating student progress, 5) recording student progress, and 6) reassessing the student's developmental growth and recycling the student through the process. The product involves the creation of a developmental transcript/record and can take several forms including 1) experiential checklists of developmental activities, 2) competency-based checklists of potential achievements or 3) a portfolio containing evidence of student accomplishments (Brown, 1980). Each institution or program must decide what form both the process and the product will take.

Mentoring, viewed as mature advisement, is seen as an ongoing process that provides students with a significant and trusted guide or consultant to assist them in achieving maximum benefit from the higher education experience (McCaffrey and Miller, 1980). Knowledge and skills essential for mentors to possess include: 1) an understanding of human development principles, knowledge about students' developmental tasks and ability to apply developmental theory in practice; 2) facilitative communication skills such as nonpossessive warmth, respect and understanding, the ability to collaborate, the capacity to use mutual decision-making approaches, and the ability to encourage and give feedback to students; 3) competence in using institutional resources such as knowledge of institutional requirements and policies as well as an awareness of referral agencies, services and other appropriate resources; and 4) the ability to both apply and teach others to use specific strategies including goal setting, assessment, developmental planning and evaluation. Mentors generally apply their skills to help students use their abilities to make decisions, learn new behaviors and participate as a partner in their own education (McCaffrey and Miller, 1980).

The developmental transcript approach has great potential for academic advising and counseling programs. If education and development of the whole student is our goal, it is important to expand the student's higher education experiences' transcript beyond the mere recording of academic grades. The developmental transcript has utility for advancing higher education into the twenty-first century.

Brown, R. D. Developmental transcript mentoring: A total approach to integrating student development in the academy. In D. Creamer (Ed.), Student development in higher education. (ACPA, Media Publication Number 27), 1980.

McCaffrey, S. S., & Miller, T. K. Mentoring: An approach to academic advising. In Newton, F. B. and Ender, K. L. (Eds.). Student development practices. Springfield, IL: C. C. Thomas, Publisher, 1980.

Gerald V. Teague, Bureau of Educational Research, College of Education, University of Maryland; Henry M. Carter, Executive Director, Winston-Salem Foundation:

Writing Grant Proposals for Academic Advising

Dr. Teague provided the following summary regarding grant proposals for academic advising.

Today there is an acknowledged need to supplement direct funding for institutions of higher education with external support in the form of grants and contracts. Faculty and staff are expected to be active in the pursuit of outside funding for projects which they must develop, administer and evaluate. These projects include both pure and applied research, training activities to meet documented needs, and program innovations designed to improve services.

In order to be an effective grants-seeker, one must have a good grasp of the entire grants process. Knowledge in such areas as the following are needed:

1. Grants terminology
2. Funding source publications
3. Contacts with potential sponsors
4. Proposal organization and writing
5. Budget preparation
6. Institutional policies and routing procedures
7. Sponsor's review process
8. Award management

An understanding of terms such as authorization and appropriation, contract and grant, grant period, program and contract officers, direct and indirect cost and field reviewer is important when seeking funds and managing the award.

Publications useful in locating potential funding sources are available in the institution's grants office, public library or by direct subscription. Major publications include the Catalog of Federal Domestic Assistance, Federal Register, Commerce Business Daily, Foundation Directory and Annual Register of Grant Support. Many federal agencies publish a free periodic newsletter/bulletin as do some foundations. The Foundation Center's main libraries are located in New York City and Washington, D.C..

Contacts with sponsor representatives, especially when dealing with foundations, is important before making application and during proposal preparation. Always follow-up the award decision with a request for reasons for approval as well as disapproval.

Several components are common to most proposals, regardless of sponsor. These include the abstract, introduction, statement of problem/need, goal and objectives, plan of action/methodology, time schedule, personnel description, facilities, evaluation, dissemination, future funding and budget.

Budgets are a numerical picture of the narrative. Direct costs include salaries, fringe benefits, travel, supplies, consultants, phone, postage, equipment and computer services. Indirect costs cover payroll, purchasing and facilities operation. Cost sharing or matching of expenses may be required. All items must be fully explained and justified.

Applicants must be aware of the institution's routing procedures and requirements for clearances/assurances. Time must be allocated for routing before delivery to sponsor.

Knowledge of the review process is essential in preparing the proposal. Applicants should use the published evaluation criteria as a writing guide. The experience of being a field reviewer will be of value in preparing a proposal.

Once an award is made, the grant recipient is accountable for accurate and timely financial and technical management. Compliance with terms is critical as is proper record keeping.

Becoming a good grants-seeker comes with experience--one must apply in order to be funded. Although one must be prepared for rejection because of the steep competition, an edge can be gained by doing one's homework. An award winning proposal is the culmination of hard work. Address a well-documented need with a clear approach, draw upon quality resources, and present a comprehensive and defensible budget.

Mr. Carter provided the following summary regarding proposal writing and foundation research.

Proposal Writing/Foundation Research

Any effort to find program funding from foundation sources starts with a thorough search for foundations which are likely to be receptive to your particular project or idea. A grant seeker should do the homework necessary to identify those likely and logical sources.

Many of the materials to aid in your search are published by and available in the Foundation Center Libraries and Regional Depositories. Major libraries are located at 888 Seventh Avenue, New York; 1001 Connecticut Avenue, N.W., Washington, D.C.; 321 Sutler Street, San Francisco, California; and 739 National City Bank Building, Cleveland, Ohio. Addresses of Regional Libraries/Cooperating Collections are available from the Foundation Center at the New York address.

Among the research sources available are the Foundation Grants Index, annual listing of grants of $5,000 or more made by 350 foundations; COMSEARCH, yearly listing of grants by subject areas on microfiche or hard copy; Foundation Directory, 7th Edition, basic information on 3,000 foundations with assets of $1 million or more or annual grants of $100,000 including field-of-interest index; Source Book Profiles, individual analysis of 700 foundations that award $200,000 or more in grants annually by subject, type of grant, type of recipient; National Data Book, a directory of all active grantmaking foundations in the U.S.. In addition to these sources, the libraries will contain aperture card copies of 990 AR's and 990 PF's that foundations file with the IRS.

As contrasted with government agencies, approaches to most foundations are usually less complicated and less bulky. Whenever possible, grant seekers should attempt to develop a personal relationship with foundation officers as a means of obtaining a fast response to an idea. A foundation person can give advice on whether a particular program has a chance of funding. If not, don't waste your time; if so, the foundation executive can give guidance on ways to strengthen the proposal. Listen carefully, and act on advice given.

The best single sources of information for grant seekers who expect to go after foundation grants is a newly-published volume by Carol M. Kurzig

published by the Foundation Center entitled Foundation Fundamentals: A Guide for Grantseekers. Get a copy and use it.

Lila Norris, Educational Testing Service:

SIGI-Research and Practices in a Computer-Assisted Career Planning Program

An overview of the Educational Testing Service's computer-based guidance system (SIGI) was presented in this session. Discussion of research that provided the basis for designing the system as well as research undertaken at user institutions was also presented.

SIGI is an interactive computer-based aide to career decision making, designed to help students in two- and four-year colleges make rational career choices. The system is comprised of six sections as follows:

1. VALUES. Students examine 10 occupational values and weigh the importance of these values to themselves.
2. LOCATE. This section is where students put in specifications on five values at a time and get lists of occupations meeting their specifications.
3. COMPARE. Students ask pointed questions and get specific information about occupations of interest.
4. PREDICTION. In this section students learn about getting marks in key courses required in programs which are preparatory for occupations.
5. PLANNING. Students get displays of programs for entering each occupation in this section.
6. STRATEGY. Students evaluate occupations in terms of the rewards they offer and the risks inherent in entering the occupation.

III. Paper Sessions

"Peer Advisement: A Working Model at
The University of Wisconsin-Superior"

Presenters: *Charles R. Barman, Coordinator/Undergraduate Academic Advisement;*
Paul A. Benson, Director/Student Life and Services
University of Wisconsin-Superior

Summary Authors: C. R. Barman and P. A. Benson

The transition into higher education involves a number of challenges for new students and responsibilities for faculty, staff and returning students. Whether or not some of your students persist at your institution may, in part, depend upon the program designed to help them become oriented, advised and registered. This conference presentation discussed the development and implementation of a Peer Advisement Program established at a small public four year university in the midwest. The presentation described the components and evaluation of the program and discussed observations and conclusions drawn from what appears to be a working model.

In an effort to help new students at the University of Wisconsin-Superior (UWS) adjust to and cope with their new environment, a Peer Advisement Program was established during the 1978-79 academic year.

The major components of the Peer Advisement Program at UWS were:

Assignments - All new freshmen entering UWS are assigned a peer adviser. If the student has declared a major, a peer adviser is designated from the academic department offering that specific major. If the student is an exploratory student, he/she is assigned an adviser who is specially trained to work with students who have not yet declared a major.

Selection - The peer advisers are junior and senior students, who are selected to participate in this program by faculty members from the academic departments, the Office of Student Life and Services, and the Office of Academic Advisement. The criteria for selecting the peer advisers vary from one academic department to another. However, pleasant personality and a good academic record seem to be common characteristics among all of the students selected.

Supervision - Each academic department has one or more faculty who supervise their peer adviser(s). The Office of Student Life and Services and the Office of Undergraduate Academic Advisement supervise the advisers who work with exploratory students.

Office Space - Each peer adviser is provided with office space which is located near the office of their supervisor(s). The peer advisers are expected to maintain regular weekly office hours and be available to advise at all registration sessions. In addition, they are expected to attend in-service sessions held throughout the academic year.

Wages - The peer advisers are paid an hourly wage for their services. This money is allocated through work-study or student assistance funds.

Advisees - An attempt is made not to assign more than twenty (20) students to each adviser.

It was evident that the respondents had positive feelings about their advisers, indicating a sound endorsement of the Peer Advisement Program. All of the academic departments at UWS have decided to continue to use peer advisers for the 1980-81 academic year. This unanimous support indicates that the faculty also generally agrees that the Peer Advisement Program at UWS is meeting the needs of most freshman students.

Some conclusions were:

1. Peer advisement provides an immediate and meaningful relationship with at least one person on campus for most freshmen.

2. Peer advisers are able to meet with students in many different settings (i.e., snack bar, athletic events, campus housing, etc.), providing for a variety of opportunities and perhaps a more natural adviser/advisee relationship.

3. By using peer advisers, the adviser/advisee ratio can be reduced from faculty advisers, thus providing for a more overall personal and individual academic advisement program.

4. Compared with one year ago, more freshman students have met with their advisers during the advisement period for each quarter.

5. Peer advisers can be effective "intrusive counselors".

6. Peer advisement, like any other type of advisement program, should be locally developed to meet the individual needs of the campus.

7. Peer advisers should be provided good faculty supervision and should be given proper in-service training initially and on a continual basis.

8. Business meetings, also held on a regular basis, are essential in keeping good communication and a feeling of solidarity among advisers.

9. A peer advisement program should be part of a total academic advisement process.

This program will continue to undergo constant evaluation and possible modification as students' needs change.

"An Integrated Advising-Career Planning Model:
Description of the Model and Interpretation of Research
on Its Effectiveness"

Presenters: *J. D. Beatty, Beverly Davis, and Bernard White*
Iowa State University

Summary Authors: J. D. Beatty, B. Davis, and B. White

The percentage of freshman open-option (undeclared) students in the College of Sciences and Humanities at Iowa State University has increased from 5% in 1973 to 34% in 1980. The present advising model has been implemented to better meet the needs of this growing population.

Open-option students are advised in a central advising center. The advising model within the center is based upon the following assumptions: 1) students entering the College of Sciences and Humanities as open option are at various stages in career development; 2) for the center to be successful it must help the student, at whatever stage of development, to discover and assess the variety of career opportunities; 3) students can be assigned advisers, whether professional or faculty, on the basis of their particular stages of career development. The center has grown to meet student demand and is staffed by seven professional advisers, three faculty advisers, and ten peer advisers.

In implementing the center's advising mission, a career planning and orientation course (S&H 100) was developed. This one credit, one term course enrolls approximately 300 students who are taught in groups of 18-22 by their academic advisers, and assumes that: 1) students will adapt most effectively to the institution if their questions are answered in an accurate and concerned fashion; 2) the adviser, as course instructor, should provide the ideal environment for learning to cope with the university and investigating the world of work; 3) students should understand their values, abilities, and interests and relate these to possible career choices; and 4) students should know the variety of occupations available and the resources available for exploring these occupations. Some of the activities in the course include the Self Directed Search, the Strong Campbell Interest Inventory, career interviews and visits to academic departments. Student evaluation of the course is positive.

A study comparing grade point average, mean credit load and retention for three groups of students has been undertaken. The groups are: 1) open-option students in the S&H 100 course (N = 275); 2) open-option students not taking the course but advised in the model (N = 285); 3) students entering in declared majors (N = 298). For the academic year, the GPA and mean credit load were nearly identical for all three groups. However, retention was 86% for open-option students taking the S&H course, 79% for open-option students not taking the course and 76% for students who entered with declared majors. Additional studies indicate the model is successful in achieving the goals set and that students who took the course feel more confident about the career planning process than those in the other two groups.

"Advising Systems: A 'Developmental' Approach to Advising the High Risk Student and Facilitating Total Development of All Students"

Presenters: *Wanda D. Bigham, Director; Terry Blong, Information Systems Coordinator; Linda Higginbotham, Evaluator*
Office of Instructional Systems for Individual Differences
Morehead State University

Summary Author: T. G. Blong

Morehead State University has the responsibility of providing educational programs and services to persons in Eastern Kentucky in the heart of Appalachia. Because of the special characteristics of the region and the institution's clientele, the University has a special commitment to serving the higher education needs of low-income, educationally disadvantaged, culturally isolated students. Morehead State University is an open door institution to which graduates of accredited Kentucky high schools must be accepted without examination or exception. Therefore, a large number of academically deficient students are among those who enroll each semester. Decreasing academic competence (measured by the decline in composite ACT scores for entering freshmen since 1973 and an unfavorable comparison with national ACT mean composite scores), the economic disadvantage of clientele, and declining full-time equivalency enrollments indicated the need for the University to establish a comprehensive, systematic program which would provide complete advising coordinated with specially designed developmental education programs to meet diverse individual needs.

The presentation included the following sections: 1) the need for developmental advising based on the results of various studies; 2) a description of the currently functioning advising system and developmental programs; and 3) the results of an adviser/advisee evaluation of academic advising. The advising system, in group sessions and on a one-to-one basis, coordinates student assessment and appropriate placement in the core academic areas and in speech and hearing. In addition, it identifies and refers students to support services for developmental purposes. English, mathematics, and reading assessment criteria include ACT subscores, high school backgrounds, and placement examinations or inventories developed by the faculty. Flexible placement is possible for all developmental courses. A mastery learning approach is used and successful completion depends upon attainment of minimum competencies identified by faculty. Additional support courses and services such as career planning, study skills, learning center activities, and counseling are available, and advisers are expected to refer students as the need arises. Students are monitored within the advising system and advisers are classified for specific services rendered.

During the spring semester of 1980 an advising survey was conducted for evaluation purposes. Participants included both advisees and advisers. The

instruments, the Advising Survey Form and the Adviser Information Form from Kansas State University, contained items that focused on advising methods, advising outcomes (the only section that both advisees and advisers rated), and students' views on advising.

The advising method items which advisees indicated were most descriptive of their meetings with their advisers dealt with the congenial exchange and clarification of information pertinent to courses in their programs of study based on the expertise of their advisers. The analysis of variance results yielded significant differences for 1) times met (for 10 minutes or more) with current adviser, 2) grades, 3) length of assignment to current adviser, and 4) adviser's ethnic background.

The advisee advising outcome items with the highest mean scores concerned the exploration of majors, course selection, and course registration. Advisers' high priorities were course selection and registration. Variance tests between times met with current adviser and the advising outcome items were statistically significant. Three separate advising outcome items rated by the advisees had significant differences based on the length of the adviser/advisee relationship and the advisee's or adviser's ethnic background. Professional counselors rated discussion of personal concerns and exploration of vocational possibilities a higher priority than did the other groups. Teaching faculty and administrative faculty placed a higher priority on graduate study opportunities than did professional counselors.

Advisees' responses on the student views on advising items indicated students were most positive about the importance of the good adviser and considered their advisers to be good advisers. As was the case with the advising method items and advising outcome items, advisees who had met most often with their current advisers rated advising items more positively.

Handouts regarding assessment tools, developmental classes, advising procedures, and specific information about the survey were provided.

"Can the Unsuccessful/Reinstated Student Be Aided in His/Her Development?"

Presenter: James F. Caldwell, Oklahoma State University

Summary Author: J. F. Caldwell

This program discussed the continuing problem of students who fail out of colleges and universities and then return to school to try again. A brief review of literature pertinent to the issue was presented along with data gathered on 732 students who had been reinstated in the College of Arts and Sciences (A&S) from the 1976 fall semester through the 1980 spring semester. A number of tables were presented highlighting the data collected. The session closed with a general discussion among participants regarding the data presented and a sharing of how other institutions were approaching this problem.

Some areas critical to academic success are: level of high stability, language skills, and values. Poor academic achievement may be more a reflection of choices rather than the ability to achieve. Some students have an inadequate concept of work. High achievers have a stronger motive to achieve than to avoid failure, whereas low achievers have a stronger motive to avoid failure than to achieve. There appears to be no consensus in the literature delineating the most satisfactory method for dealing with the problem of academic failure, especially if it is in the freshman year.

Our procedure in A&S at Oklahoma State University has been varied. There have been required programs, suggested programs, and optional programs. In most years we have been very lenient. Currently an agreement upon reinstatement is required stating conditions to be met in order to be able to enroll for future semesters.

Some selected findings from this study are:

1. The first suspension for these students was most likely to occur in the sophomore year.

2. About 12% of the reinstated seniors failed and tried again two or more times.

3. Those students having stayed out of school for a period of time are slightly more likely to succeed than those immediately reinstated. However, "time out" of school <u>was not</u> a significant factor in one's level of success until the person had been out of school for five or more semesters.

4. Students changing majors were slightly more likely to succeed than those not changing majors.

5. Upon reinstatement white students had a slightly higher success rate than other students.

6. Males were slightly more likely than females to earn a GPA equal to or better than a 2.0, and they were more likely than females to earn a GPA equal to or above a 3.0.

7. Systematic treatment seemed to contribute to success in both the reinstated semester and subsequent semester.

8. Reinstated students dropping four or more hours tended to have lower success levels than those dropping 0-3 hours.

9. The more hours in which a person enrolled, the more likely he/she was to succeed.

In closing, those present were encouraged to keep records regarding their reinstated students and to "track" their success levels. An open discussion sharing tactics and results from working with this problem concluded the session.

"Predicting Which Freshmen Will Drop Out--
A Measure of College Persistence"

Presenter: *Calvin B. Campbell*, Academic Assistance Center, Eastern Illinois University

Summary Author: C. B. Campbell

During the 1979-80 school year, Cal Campbell, Director of the Academic Assistance Center at Eastern Illinois University, completed a survey of both former students and those students electing to continue their education at Eastern. Specifically, the study attempted to identify which personal characteristics differentiate between the two groups. The findings can be used to review those institutional policies that may have a detrimental effect upon the student's retention.

The questionnaire and cover letter explaining the purpose of the study were mailed to 162 freshman students enrolled in the fall of 1978 but not returning in the fall of 1979. Students dismissed for low scholarship were not included in the study. Returned questionnaires were received from 69% or 111 non-returning freshmen.

A second questionnaire and cover letter were mailed to a sample of 800 students continuing their education in the fall of 1979. Returned questionnaires were received from 64% or 509 continuing students.

The results indicated a number of pronounced differences in the personal characteristics of the college persister as compared with those freshmen dropping out of college. From the findings of this study, the university administration has developed some insight regarding the profile of the college persister.

Generally speaking, the persister is a little older upon matriculation (17% were 20 years or older), tends to come from either an urban or suburban setting (52%), has a definite career or academic field of interest (75%), indicates graduation from college sometime in the future to be extremely important (79%), estimates his/her grade point average to be above average (67%), and tends to be employed more often (40%) than the drop-out (32%). It is

interesting to note that only 56% of the persisters compared to 69% of the drop-outs had indicated that Eastern was their first choice college. Twenty-one percent of the persisters had indicated that they thought financial aid was not sufficient. However, only 6% of the drop-outs reported leaving Eastern due to insufficient financial aid. Finally, 88% of the persisters and 77% of the drop-outs stated that they would recommend Eastern Illinois University to a friend.

The findings from this research are generally consistent with previous retention studies and seem to indicate that Eastern's students are not unlike other college freshmen from public four-year universities.

"Academic Advising at Predominantly Black Colleges:
Some Examples and Some Guides for Advising Black Students"

Presenters: *Bob Clayton*, The American College Testing Program; *Wennette Pegues*, Langston University Urban Center; *Ruby Howze*, LeMoyne-Owen College; *Sarah Ward*, Bethune-Cookman College

Summary adapted from program proposal.

For over a hundred years, many historically Black colleges have been assisting students with a range of concerns from determining life goals to selecting specific courses. These schools provide natural educational laboratories for other colleges to visit and observe programs being developed for Black students.

Three different approaches to advising students at historically Black colleges were presented. Bethune-Cookman College offers a central coordinating center which provides training and advising materials directly to faculty members. Langston University Urban Center caters to the needs of the older, transfer student, in part by scheduling hours in the evening. LeMoyne-Owen College, the only four-year liberal arts college with no residential students, has developed a program in which school administrators advise freshmen and other students who have not identified a college major.

"An Ethnographic Study of Special Student Advising"

Presenter: *Richard J. Cooper*, Harcum Junior College

Summary Author: R. J. Cooper

Academic advisers usually do their jobs well. They direct students through the maze of college and university schedules, through core and major requirements to a career, and hopefully to life fulfillment. However, special students often present a number of problems for academic advisers; indeed, they often require

special advising. Many of them have special needs; e.g., the blind student who requires a reader or the physically disabled student who cannot reach the microscope. Special students often take more of an adviser's time than do other students. In addition, they sometimes have social and personal adjustment problems which can affect their academic pursuits.

This presentation offered a report about the special student advising at Harcum Junior College. The researcher presented his methodology, data, and conclusions to the participants who then joined in a discussion about advising special students on their campuses. The researcher observed and studied three students: a Spanish speaking student who was having trouble with a course in medical terminology, a student with a reading disability which a teacher would not accept, and a student with a number of disabilities which prevented her from succeeding. Using the ethnographic research method, modified somewhat because of the sensitivity of observing a counseling situation, common themes were uncovered. At Harcum Junior College a number of faculty and staff were involved in the academic advising of these special students. Videotaped re-enactments of the situations were prepared so that the dynamics of the situations could be analyzed. Conclusions were drawn from these analyses and from discussions with the faculty and staff.

A number of themes were common to all three cases. All the students went to student affairs persons because these staff had more time to spend with them than did their academic advisers or instructors. The student personnel staff, in general, had more expertise in dealing with these special students and were willing to help the students with their problems. Fear of low grades and the unwillingness of these students to allow their instructors to know that they were having problems in the classroom seemed to be a major reason why these students sought help outside the formal advising structure. A cooperative effort by the student personnel staff, administrators, faculty, and academic advisers seemed to produce the best solutions for the problems of the special students. And finally, special students are not always successful despite the extra efforts of institutional personnel.

The conclusions drawn from these common themes were that special student advising is often more complicated than that of the regular student. A cooperative effort by many individuals in different departments of the school seemed to produce the best results. It has been the experience of this researcher that anticipating special student problems and identifying them early leads to the most acceptable solutions.

"Process and Content in Academic Advising"

Presenters: *Solomon Deressa and Mary Sue McClellan*
University of Minnesota

Summary adapted from program proposal.

Non-traditional adult programs that operate in the context of the multiversity separate the advising function into process and content. In this approach, academic advisers attend to the process of advising, while faculty provide content, or guidance, in specific disciplines. In such a setting as the University Without Walls-Minnesota, academic advisers spend large portions of their time assisting students in setting up project proposals, improving writing skills, and planning complete degree programs. Such activities require much more than counseling skills and indicate that process and content are inseparable advising areas. Neglect of this integration has produced consequences such as lop-sided staff development plans, misuse of institutional time and energy, and unclear purposes for academic and faculty advisers.

"The Placement of Students in Appropriate Level Courses and the Academic Adviser"

Presenters: *Marcia D. Escott, Coordinator of Advisement*, Illinois State University
Summary Author: M. D. Escott

The placement of students in appropriate level courses has always been of major concern to academic advisers. Historically institutions have addressed the issue of placement in various ways. Some have required placement examinations for all incoming students; some have developed intricate formulas utilizing high school background (grades, size, geographic location), ACT/SAT information to predict student success and thereby to aid the adviser in appropriately placing the student; some have chosen to ignore the issue and to place all students in the same course regardless of background or ability. Recognizing the many problems inherent in placement--the fact that the number of years of study does not necessarily equate from one institution to another, that high school grades are not consistent, that placement exams may be ineffective because of the timing involved, that self-reported information is not always accurate--advisers have continued to meet the problem of placement with frustration. Coupled with these historic problems, the fact that in recent years universities are admitting in greater numbers the "new", often non-traditional, student and are, therefore, offering more tracked or developmental courses to meet the needs of these students, one sees that the question of placement of students in appropriate level courses is becoming an increased problem for the academic adviser.

The presenter provided some of the literature regarding the general question of placement of students, along with the advantages and disadvantages of selected methods. She further provided information on how advisers might utilize selected intellective and nonintellective variables and how they affect placement of students in general; the ACT-Student Profile Sheet (SPS) was used to exemplify a typical source of such data. The presenter described the Placement Examination process at Illinois State University, in which tests are given to all incoming freshmen in the areas of mathematics, English, and reading. Presented finally were the results of a study conducted with a sample of 519 students using selected intellective variables (the College English Placement Test (CEPT) Parts 1 and 2; the ACT composite, the ACT English, and the ACT social science scores; and high school rank) and nonintellective variables (sex, class size, educational major and the student's self-reported need for help in writing) singularly and in combination to determine their relationship, if any, to success in a freshman English course at Illinois State University. A stepwise multiple regression procedure was used to arrive at the equation for predicting success in a freshman English course. The findings showed that of those intellective variables studied, ACT English is the best single predictor, followed by CEPT 1, ACT social science, high school rank, and CEPT 2. All were statistically significant but contributed little to the shared variance. Of the nonintellective variables studied, sex and high school class size were both rejected as variables which contribute to success; whereas, help and educational major were significant. Again, each contributed so little to the explanation of shared variance that their value as predictors is questionable. The session concluded with audience discussion of methods, problems and solutions regarding placement at their institutions.

"Academic Advising for Off-Campus Baccalaureate Degree Programs"

Presenters: *William Falkenberry, Connie Quintenz, and Deborah Adams*
Southern Illinois University

Summary Author: D. Adams

For five and a half years the School of Technical Careers has been deeply involved in filling the academic needs of those with technical skills and training and who are remote from the home campus. The basic idea of initial counseling and close advisement procedures extends to those off-campus.

The School made the commitment to provide off-campus major course work leading to the Bachelor of Science degree in 1975. Since beginning with 13 students at Great Lakes, Illinois, the off-campus effort has grown to include 24 locations and some 30 programs offering four degree options to 1000 plus full-time students.

This program was presented in three segments. The first portion focused on program development, which included establishing the base set-up, recruiting and counseling the prospective student, and an individual follow-up with each new student. The second part covered program conduct, to include completion of required forms by students and personnel, maintenance of student data, work experience documentation and evaluation, and a semester-by-semester advisement procedure for all students. The final segment focused on graduation procedures at an off-campus location, various ways to finish the required hours for a Bachelor of Science degree and the advisement follow-up conducted after degree completion.

Three members of the School of Technical Careers administrative staff formed a panel and equally shared parts of the presentation. Details were explained with the use of an overhead projector.

The student whose welfare was discussed can be described as a "nontraditional" student. These students do not come to the classroom; the classrom comes to them. They are typically more mature and have a history of work dedication. By providing educational opportunities during off duty hours, the School of Technical Careers is able to meet the unique set of conditions found in the off-campus student.

"Attrition Reduction Through Academic Advising:
A Group-Centered Approach"

Presenters: *Randy L. Farmer, Assistant to the President; James R. Barbour, Registrar and Coordinator of Academic Advising*
Illinois Wesleyan University

Summary adapted from program proposal.

In response to an annual attrition rate of over 19.5%, Illinois Wesleyan University undertook a 6-year improvement effort. Beginning in 1974, historical data of drop-outs were examined and substantial changes were made in retention and advising procedures. Students identified as high risks were grouped in the following categories: 1) undecided majors, 2) high school students entering by early admission, 3) matriculants admitted on a restricted basis, 4) students attending the final orientation session immediately prior to the beginning of classes, 5) mid-year matriculants, 6) students on academic probation with grade point averages less than 2.0, and 7) out-of-state students. The improvement program involved monitoring procedures, intervention techniques, and communication patterns used by student services staff, faculty, and academic advisers. As a result of this program the annual attrition rate dropped to an estimated 11% in 1980.

"Addressing the Issue of Non-Sexist Advising
in Academic Advising Handbooks"

Presenter: *Marlene Folsom*, Montana State University

Summary adapted from program proposal.

Background for this presentation is that the academic advising handbooks of most institutions concern themselves primarily with impersonal regulations and listings. Such a focus disregards the needs and problems of choice faced by individual students who are uncertain of how to match their interests and aptitudes with available options. Women students, in particular, may have a narrowed selection of options due to the sexist biases of guidance counselors, peers, teachers, and even parents. Little attention has been paid to non-traditional options available to women or to reassessment of the goals, aptitudes, and interests of women students.

Other institutions are encouraged to develop a section of their academic advising handbooks which addresses the issue of non-sexist advising. Useful tools suggested for this purpose include an awareness checklist, behavioral suggestions, data from related studies, and a bibliography.

"A Peer Directed Survival Skills Workshop for the Freshman Student"

Presenters: *Joyce Forcht, Director, College of Arts and Sciences Academic Advising Center; Patricia Moore, Academic Counselor*
University of Louisville

Summary adapted from program proposal.

The Educational Survival Program (ESP) was designed to assist incoming students with the transition between high school and college academic work. The focus was placed on study skills, time and money management, academic/career decision making, and personal adjustment to college life. The program goal was to increase the probability of academic success for beginning Arts and Sciences freshmen and to increase the number of students who continue beyond the first or second semester at the University of Louisville.

Eight undergraduate students were trained in communication skills, group leadership skills, and in the awareness and understanding of human relations. Special emphasis was given to basic skills of academic survival. After conducting summer workshops, the student leaders continued their involvement in the program by working with the Orientation program, providing follow-up contacts with workshop participants, and assisting staff with groups focusing on career exploration, study skills, and support experiences.

Workshop participants showed significant success in academic performance. Participant retention compared to non-participants was four to one.

"Using the Perry Scheme in Adviser Training"

Presenters: *Robert Gardner and Howard Kramer*
Cornell University

Summary Author: R. Gardner

The presentation described and demonstrated components of faculty adviser training workshops built on the work of William Perry, Jr. The objective was to share the ideas and experiences of the authors with those who might be considering similar endeavors. The presentation suggested the following series of stages to be included in such a workshop:

Stage 1. *Definition of a model* as an abstract conceptual framework for the purpose of increased understanding. Models are not truth, but interpretive devices. In general, advising models should meet the following criteria: be acceptable to service deliverers (faculty); be consistent with institutional goals; clearly define the goal of advising; explain observed advising interactions; project future advising occurrences; suggest appropriate strategies. Each criterion is discussed in the workshop until assimilated.

Stage 2. *Presentation of different types of developmental theories* such as intellectual/cognitive, environmental, personal, along with the attributes and domain for each. Because individuals are in the process of development on all fronts, a holistic approach is best in advising. Emphasis on intellectual development is appropriate in this workshop due to congruence with faculty role and goals of educational institutions; this emphasis does not reflect the inadequacy of other theories.

Stage 3. *Presentation of the work of William Perry, Jr.*, including context of study and description of the identified stages, along with presentation of movement between positions. The following formats are suggested for illustrations: written, visual, verbal, and videotapes. Extended discussion is required to assure assimilation by faculty. It is important to note that earlier Perry positions are included in later stages; later positions are not value judgments but are observed outcomes.

Stage 4. *Present one possible Perry model of advising*--there are others. Advising is defined as rational decision making. Therefore an understanding of intellectual development is central to this process. At this stage a reference back to criteria is important. The Perry scheme has high validity with faculty whose role is to teach and who apparently trigger intellectual development with teaching activities. It is consistent with institutional goals regarding student intellectual growth. The goal of advising may be defined as the support and facilitation of the process observed by Perry. The goal is NOT to move the advisee from one position to the next but rather to anticipate, understand, and

support movement as it occurs. Perry's scheme can be used to explain common advising occurrences and to project future advising issues for individuals. Recognition and revelation are strategies identified by Perry as useful in supporting students during their development.

Stage 5. *Use of videotapes* to flesh out model. This stage is characterized by the applicability of the model with faculty advising participants. Illustrations of various points are provided by workshop presenters.

Details of the materials and ideas used in each stage can be obtained from the author. Those unfamiliar with Perry's work may find it necessary to read William H. Perry, Jr., The Ethical and Intellectual Development.

"Developing a Freshman Advising Center in the Residence Halls"

Presenter: *Amelie R. Gelfand, Director, Freshman Academic Center*, Boston University

Summary Author: A. R. Gelfand

This lecture/discussion introduced the new advising system established in the College of Liberal Arts, Boston University, in September 1979.

Creation of the Freshman Academic Center arose out of widespread dissatisfaction with the advising system then in place. Five faculty members, working out of a small, overcrowded office for 30 hours a week, had been responsible for advising 300-400 undeclared freshmen, 100-200 undeclared sophomores, and a population of 100-300 "special cases" (petitioning students, probationary students, part-time students, etc.). Students who took advantage of the services complained about the impersonal nature of the advising; many others simply stayed away. The faculty advisers felt overworked and isolated. The administration was alarmed by the high attrition rate among undeclared freshmen.

The decision to locate the Freshman Academic Center in the largest residence hall was based on the following considerations: a) placement of the Center in the building housing the biggest concentration of freshmen would make visiting an adviser convenient and natural; b) Center programming could be supported and augmented by residence hall staff; c) the Center would foster cooperation of academic and residence life endeavors, demonstrating the University's commitment to improvement of the total educational environment.

The Center has a staff of 16 which includes nine faculty advisers. While the advisers serve the undeclared freshmen, the Center itself is for all College of Liberal Arts freshmen. A wide range of programs are provided focusing on areas which can be useful to all freshmen such as study skills workshops, writing workshops, how-to-choose-a-major seminars and informal gatherings with members of

the faculty. Staff want the Center to be viewed as the "home base" for the freshman class, a place where students can obtain answers and help in a comfortable, relaxing atmosphere.

Advising styles and Center personnel differ from their departmental counterparts in that the Center advisers are trained not only in rules, regulations and course selection but also in personal counseling, University resources and methods for goal setting. Center advisers are also given additional compensation for the work they do; they retain their departmental advising responsibilities. The Center also utilizes the services of various University offices to assist advising personnel. Career counselors, psychologists and other campus professionals are involved in Center advising sessions.

Most initial problems in the Center resulted from being a new office that had yet to be established; with many students being unaware of the Center's existence. This problem is disappearing with time. However, continuing problems seem to be those which are universal: getting the student to use the resources and getting the support and backing for the advising process in both attitudes and input from faculty and staff. A gradual recognition of the needs and benefits of a good advising system seems to be occurring, but there is much that must still be done. The first problem has been approached from many different angles, with the most effective method of involving students with resources seeming to be through numerous mailings. Regular mailings are made every two weeks, and these mailings are supplemented by announcements in the student newspaper. Copies of mailings and details concerning the set-up of the Center, the training of the faculty and the future development of the program are available from the author.

The Center has been quite successful in establishing itself as the focus of freshman academic life on campus and in reducing the attrition rate. Reactions towards the Center have been positive throughout the University community giving the impetus to possible expansion of services.

"Using Interest and Skill Assessment in Academic Advising"

Presenters: *James C. Gonyea and William Cook*
Merrimack Valley College

Summary adapted from program proposal.

Two basic areas of research were incorporated into a system of academic advising involving student interests and career-related skills. First, a college decision-making guide was developed to assist high school and college students in selecting appropriate institutions and majors as well as securing admission and

financial aid. Second, a nationwide survey of liberal arts faculty identified career-related skills gained through liberal arts study. Later, this research was expanded to include non-liberal arts areas.

Students begin the program with self-assessments of interests as the basis for major selection. Information gathered from the career skills survey, which is related to work groups defined in the Dictionary of Occupational Titles, is then used to plan a program of study which aligns their educational interests with desired occupational goals.

"Principles, Practices and Problems in Preparing Productive Preceptors"

Presenter: *Thomas J. Grites*, Stockton State College

Summary Author: T. J. Grites

This program was presented with both the theoretical and practical perspectives in mind. The presenter provided a conceptual faculty adviser training program, which is structured in a Maslovian-like hierarchy. As the six levels were presented, examples of ways in which each level of training had been achieved on the presenter's campus were provided.

The six levels of training include basic information skills, career development and decision making, communication skills, co-curricular activities, an environmental perspective, and a developmental perspective. Total time required to conduct all sessions is approximately nine hours, which can be scheduled over an entire academic year if necessary.

The presenter feels that students most often, or at least initially, seek out advice on simple course scheduling and requirements. The adviser, therefore, needs to be able to answer these questions before more complex advising relationships can be developed. Once the advisee's confidence in the adviser has been established, the adviser can proceed to the higher order advising functions.

Each of the remaining levels of adviser training was discussed in terms of the personnel and materials used. The presenter emphasized the use of a variety of other campus resources to conduct training sessions. He acknowledged that he could not be expert in all the areas covered and described his use of representatives from many campus offices, as well as faculty from such varied departments as psychology, business studies and speech pathology to conduct various programs.

The presenter had prepared a complete package of materials and activities for each program participant to which he referred throughout the presentation. The examples used were discussed in the context of each training level.

One of the significant aspects of the program was the set of examples of outcomes from the adviser workshops. Several faculty advisers had designed advising contracts; some had extracted information about careers to be sent to their advisees; various publications about advising had been circulated to all advisers; and a checklist of critical advising periods had been developed. A complete set of all examples and a description of the training program is available from the presenter.

The last part of the formal program was reserved for the discussion of a series of advising research projects and hypotheses the presenter would like to investigate. Topics included adviser selection, training uninterested advisers, evaluation of advising systems, and use of signatures in the advising process.

The presentation was conducted in a lecture-discussion format and supplemented by overhead transparencies for ease of notetaking by participants. The audience did respond throughout so discussion was a reality.

Tabulated evaluations from the program indicate that the participants were generally satisfied with the program and were able to find portions of it adaptable to their own situations. One comment suggested the program was especially useful for those beginning adviser training programs.

"Academic Orientation: A Developmental Model"

Presenters: *Linda C. Higginson, Undergraduate Studies Adviser and Eric R. White, Coordinator, Freshman Testing, Counseling and Advising Program*
The Pennsylvania State University

Summary Author: E. R. White

Survey research conducted with 2,101 freshmen before their enrollment at the University Park Campus of The Pennsylvania State University in 1979 indicates that academic needs are the highest priority for freshmen, when compared with personal and social needs. Retention literature indicates that freshmen frequently drop out because of academic concerns. It seems reasonable to expect that a developmental orientation program which focuses on these academic needs will facilitate adjustment to the institution and perhaps contribute to a higher retention rate.

The workshop presentation focused on the following two areas:

1. A brief discussion of freshman needs research conducted in 1979 indicating the primacy of academic issues.
2. Discussion of a developmental model for academic orientation programs.

The developmental academic orientation model (DAOM) suggests that each incoming freshman should have the opportunity to 1) obtain general information about the institution's academic offerings and about their own abilities/interests

with respect to institutional offerings; 2) evaluate their educational plans via a personal educational counseling interview; and 3) make course selections for the initial term of enrollment.

Handouts included data from the 1979 survey and the components of the Developmental Academic Orientation Model. Suggestions for content, methods for conducting components, personnel involved, and evaluation procedures were provided for each component of the Model.

Particular attention was given to the personal educational counseling interview component of the Model. A case study approach was used to identify the developmental issues facing students before initial enrollment. The DAOM is intended to deal with the following facts: a) students often do not make attempts to match their abilities to their interests in considering curricular options; b) students are often in need of reliable information about college majors and their relationship to the world of work; and c) more increasingly, students are uncertain about their educational plans. Hopefully, through this focus in orientation the academic needs of students can be better met.

Participants were given the opportunity to prepare for a personal educational counseling interview using information about an actual student admitted to Penn State. By use of this example, participants could make an initial evaluation of the student's educational plans and develop an appropriate focus for the interview. The case presented allowed the participants to analyze the student's developmental level in terms of curricular and vocational choices.

If the premise is accepted that academic issues are of primary importance to freshmen, then it seems reasonable that every effort should be made to see that these issues are addressed during orientation. Since the first six weeks of the freshman year have been identified as the critical time period during which some freshmen decide to leave the institution, retention efforts should begin early if they are to affect this group. Because traditional orientation programs typically occur at the beginning of this time period, they have the potential to affect this decision-making process, thereby becoming a key part of the institution's retention strategy.

"Using Student Development Theory as a Tool in Academic Advising"

Presenters: *Lola Hillman and Ann Lewis*
University of Maryland

Summary Authors: A. Lewis and L. Hillman

The topic of this presentation was use of student developmental theory as a tool to improve academic advising skills. The AER Model of Effective Advising was

presented as an overview to the ongoing process of academic advising. In the first phase, Assessment, William Perry's theories of intellectual development and Arthur Chickering's theories of ego development are summarized. The second phase, Empathy, emphasizes the listening skills necessary in understanding how students view the world. The third phase, Response, introduces reflective communication skills that would offer both support and challenge to students. During this phase, Knefelkamp's and Widick's theories and use of the Developmental Instruction variables (personalism, structure, diversity and experience) are highlighted.

The positions representing Dualism and Multiplicity (1-4) from the Perry Schema were outlined in the context of the advising experience. Examples of students within these general areas of development were introduced. Cues based on students' concerns and needs reflective of positions two through five were discussed. Examples of cues included: students' perceptions of authority and diversity; their roles of self and self-processing; and issues of evaluation, quantity and relativism. Additionally, Chickering's vectors of achieving competence and establishing identity were elaborated as support to understanding students.

Protocols of students' conversations relative to their academic advising concerns were read exemplifying position two. The audience was asked to reflect these students' needs and issues based on the Perry cues. Furthermore, responses were elicited from the audience that would offer support and challenge to these students. The discussion format was enhanced by William Perry's and Lee Knefelkamp's comments and reactions.

It appeared that the session could have lasted another hour, allowing for more discussion of the use of the Perry Schema and the Knefelkamp/Widick Model. Case studies of positions three through five were distributed but not discussed. The participants' feedback and evaluation reflected a need for more time.

"Academic Advisement: Conceptualization, Research, and Retention"

Presenters: *Edward R. Hines*, State University of New York at Albany, *Frank Endieveri*, Adirondack Community College, *Richard Halpin*, Jefferson Community College, *Peggy King*, Ocean County College

Summary Author: E. R. Hines

Two state surveys of academic advisement formed the basis of this three-part presentation. One portion drew upon the advisement literature. The integration of the student and institution was emphasized and included aspects of academic and social integration, after the conceptual work of Spady (1970, 1971) and Tinto (1975).

The basic model of student persistence was reconceptualized to highlight the interaction between student and college. In academic integration, there is a formal component based on classroom-oriented activities. There is an informal component consisting of interaction involving students and faculty outside the classroom as well as academic counseling, which we term mentoring. The mentoring which can occur between faculty member and student can provide vital communication links between faculty and students both in frequency and in the quality or nature of those contacts.

The second portion of the presentation included a secondary analysis of surveys completed by the authors using all public and private two-year colleges in New York State. The initial survey focused on the status of advisement, and the follow-up survey dealt with the training of advisers and the evaluation of advisers and the advising system. In comparing these results with those of an earlier national advisement survey, it was found that the role of academic deans and counselors had increased in advisement while the roles of student affairs staff had decreased. College officials expressed strong interest in advising, but few institutions (less than half) were involved either in training advisers or in evaluating the impact of advisement. Respondents believed that advisement was an aspect of teaching, more than counseling or administration and that faculty should serve as the primary advisers. A common factor analysis indicated that views about advising could be clustered into five factors. One factor suggested having a professional advising system consisting of selected faculty advisers. Others wished to concentrate on training advisers, and still others were oriented to evaluation activities. The results helped confirm a major finding of Grites (1979) that there is not a single advising system for implementation by all institutions. Rather, colleges must formulate advising systems by examining their own characteristics, missions, and preferences.

The final portion of the presentation included examination of the results of a state survey on student retention and comparison between the retention and advisement surveys. Colleges having the highest retention rates tended to be those viewing advising as a teaching function as well as those agreeing with the statement that only those with the desire should be advising. Other comparisons were made, although data limitations made the findings somewhat tentative.

"Advising Seminar: A Group Advising Course for New Students"

Presenter: *Don Hughes*, Centralia College

Summary adapted from program proposal.

This study compared the effectiveness of an experimental course entitled Advising Seminar to the existing student advising system at Centralia College.

Comparisons were made between first-term college students enrolled in Advising Seminar during Fall Quarter of 1979 and a randomly selected sample of students who participated in the traditional advising program. Seminar topics included: Getting Acquainted, Campus Assistance/Study Skills, Communication and Decision Making, Values Clarification, Educational Planning and Advising, Career Planning, and Coping With Stress. Included in the group comparisons were student retention, grade point averages, credits completed, and credits expected for the following quarter. In addition, student and adviser satisfaction were surveyed using the Adviser Perception Survey and the Faculty Advising Questionnaire.

"A Coordinated Approach to Academic Advising at a Small Liberal Arts Commuter-Oriented Public Institution"

Presenters: *Eric Iovacchini, Tom Cochran, Jim Blackburn, Karl Wilsman, and Maggie Weshner*
The University of North Carolina at Asheville

Summary adapted from program proposal.

As part of a major goal to reduce the attrition rate, a plan for a coordinated approach to academic advising was developed at the University of North Carolina at Asheville. The plan involved the cooperative efforts of the Offices of Admissions, Academic Advising and Testing, and Counseling and Career Development. Basic components included a student data base beginning with the admissions process, ongoing academic advising, and career services delivery continuing through job placement or completion of applications for graduate or professional schools.

"Pilot Research Studies to Increase Retention Through Advisement Intervention: A Panel"

Presenters: *Billie C. Jacobini, Chief Academic Adviser and Janice Yates, Academic Adviser, General Academic Programs; Jeannette Jenkins, Adviser/Lecturer, College of Education; and Katherine Pederson, Assistant Professor of Mathematics*
Southern Illinois University at Carbondale

Summary Author: B. C. Jacobini

Focusing on research design and methodology, panelists described three pilot research projects.

1. Implications for Advisement of Findings about Characteristics of Persistors in Special Admission Programs. This study investigates the effect of mathematics and language arts placement data, ACT composite, ACT subscores, and academic and demographic data on the retention patterns of freshmen admitted through special

admissions. Retention was defined as a dichotomous variable which measured whether the student was still enrolled at the start of his fifth semester. T-tests performed with group membership defined by the retention variable identified mean differences for GPA, ACT mathematics, and ACT composite as statistically significant at the .0001 level. Regression analysis determined a theoretical model which accounted for 54.4% of the variance in retention. Stepwise analysis produced a four-variable multiple regression model which accounted for 43.07% of the variance in retention. The model involved first semester GPA, ACT mathematics score, student-indicated need for help in educational or vocational plans, and the size of student's high school graduating class.

II. Increasing Retention through Advisement Intervention: A Pilot Study. This ongoing study involves pre-major students in a developmental model of advising aimed at reducing the attrition rate. Alexander Astin's study was used as a point of departure. Increasing adviser/student contacts and utilizing a number of student services through workshops, small group colloquia and consultations to promote developmental growth is the crux of the model. Advisers hope to make a substantive contribution not only to the academic component of a "staying environment" but also to its social/psychological component. The project's action plan is to increase the number and depth of personal contacts among 50 students and their advisers. Contacts include sessions for advisement, task setting, progress reporting, and evaluations. The goal of the plan is to foster developmental growth in defining educational goals, learning decision-making strategies, developing a positive self-concept, and understanding the career choice process. At the end of the year the experimental group will be compared with a control group to determine the effectiveness of the model.

III. Promoting Persistence through Cognitive Style Analysis and Self Management Techniques. This study was undertaken to increase retention and academic performance of 17 high risk, but highly motivated, students. The objective was to raise their GPAs to admissible level for the Teacher Education Program. Following the use of Nancy Dixon's "Prescription for Learning", testing their cognitive styles, advisers taught the students to use appropriate study methods and self management techniques, based on principles of behavior modification. Advisement also involved grade projection, scheduling alteration, solicitation of progress reports, evaluation of results, and the formulation of recommendations for future application and building of the process model. At the end of the experiment, the differences in the GPA of the experimental group is shown to be significant at .05 level of confidence. The mean GPA increased

numerically by .470 GPA. The GPA for the students in the control group had decreased, but the difference in GPA at the beginning and at the end of the two semesters was insignificant.

"Assessing and Evaluating Rational Student Decision Making"

Presenters: *Sylvia C. King, Academic Adviser and Susan Fernandez, Academic Adviser*
Division of University Studies, Office of Academic Advising
University of South Florida

Summary Authors: S. King and S. Fernandez

Because the advisers in the Office of Advising Services of the University of South Florida (USF) help undecided and undeclared students, accurate data about trends in choices of major, factors affecting academic success, and the extent to which students changed majors are considered important in counseling. Are students entering the University with the skills necessary to maximize their major and career choices? To what extent do they recognize and deal with their deficiencies and potentials? In short, are they making decisions based on a clear and accurate understanding and evaluation of available information: do they engage in "rational decision making?"

In two studies of the records of sample freshmen and sophomores at various college stages, we concluded that 1) little correlation exists between majors which students indicated on their University applications and degrees earned, 2) most students change majors at least twice, 3) lower-level transfers are more inconsistent about major choices and exhibit a higher attrition rate than students who enter as new freshmen, 4) for lower-level transfers, the grade point average at previous institutions seems to be a better indicator of potential for academic problems than standardized test scores or high school grades, and 5) since 1974, the most significant trend in major choice has been away from natural science majors and toward business majors.

The majority of students expressed a desire to pursue majors (business, natural sciences) requiring a strong working knowledge of algebra, preliminary studies had indicated that many of these students were not successful in their pursuits, and research of these students' high school transcripts revealed that many of these students had entered USF with algebraic deficiencies. Consequently, USF initiated a mathematics placement testing program in 1979. Based on the placement test score, high school experience in mathematics courses, SAT/ACT quantitative scores and the student's intended major, students were advised either to enroll in beginning algebra or intermediate algebra courses taught on the USF

campus by Hillsborough Community College or to enroll in USF mathematics courses.

Of the 1143 "first time in college" students attending summer orientation 1979 and subsequently enrolling at USF, 68% followed placement advice and 32% chose not to follow this advice. The percentages of success in the first mathematics course taken after enrollment at USF were high for students who followed placement advice, whereas the percentages of success dropped considerably for students who did not follow advice. Moreover, students who started with the beginning and/or intermediate algebra courses tended to earn passing grades when they entered USF algebra courses, whereas students who did not seek remediation tended to do less well.

With the use of data such as this as an advisement tool and with the encouragement of students to start necessary mathematics coursework early in their college careers, students may be in better positions to keep major options open and to make more rational decisions in evaluating their intent toward majors which interest them.

"Improved Student Services, Advisement and Retention through Enhanced Cooperation between Academic Affairs and Student Affairs Administrators"

Presenters: *David King, Associate Dean of Arts and Sciences; Richard Wheeler, Associate Provost; and Michael Jones, Assistant Dean of Students*
State University of New York at Oswego

Summary Author: D. W. King

The needs of today's college student and "the new student" (L. Lee Knefelkamp) call for some changes in institutional organization and the delivery of student services including academic advisement. This is especially imperative for the so-called "new students" who comprise the lowest quadrant of entering college students. They have special needs and expectations not typical of traditional college students.

The presenters contend that, more than ever before, many students need our assistance to give structure to their academic programs, to reinforce their academic progress and to provide bridges between academic, developmental and social growth opportunities. Those bridges can be mandated by organizational charts that change working relationships, or they can result from the more arduous, and probably more effective, effort to convince tradition-bound faculty and staff that cooperation between the academic and student services divisions is the key to institutional good health and improved student retention.

The presenters believe that cooperation between academic affairs and student services divisions is the best way of supporting students' successful degree progress. The presenters are convinced that cooperative efforts have contributed to improved retention and better academic advisement at Oswego. Among the cooperative efforts and joint programs discussed in the presentation are the following:

1. Student Handbook - a joint publication of the Division of Arts and Sciences, the Division of Professional Studies and the Division of Student Services, designed to provide students with an informative and readable source of academic advisement self-help as well as student policies, Code of Student Conduct and other material.
2. The Student Advisement Center - a review and assessment of evaluation of data on the center that, among other things, provides for the academic advisement of 600 "undecided" students through faculty, student services and administrative staff volunteers from four divisions of the college. The center also provides training for faculty/staff advisers and peer advisers.
3. Adviser Training - the joint training of advisement coordinators and academic advisers through a team effort by Academic Affairs and Student Services staff.
4. A Scholarship Standards Committee - reviews academic appeals of disqualified Arts and Sciences students and is composed of staff and faculty from the academic affairs, student services and academic services divisions of the college. Data on the effectiveness of this approach and a monitory process for reinstated students is also discussed.
5. New Student Orientation - orientation activities are jointly administered and coordinated by the office of the Provost for Academic Affairs and the Student Services Division.

This session was conducted as an informal discussion. A written outline and materials used in Oswego's advisement program were provided to participants.

"Academic Advising: Perceptions and Expectations"

Presenters: *Jeanne M. Lagowski, Assistant Dean, Health Professions/Associate Professor, Zoology and Neal A. Hartman, Counselor, Health Professions/ Instructor, Speech Communication*
The University of Texas at Austin

Summary Authors: N. A. Hartman and J. M. Lagowski

Academic advising, like dormitory food, seems to be a perennial target of student complaints. Why is this so? This paper reported on a study in progress at The University of Texas at Austin which is examining whether students and administrators hold the same perceptions and expectations of academic advising. Drawing on the many different advising systems in use on the large state university campus, ranging from self-advising through advising by professional staff to assigned faculty advising where a student remains with the same faculty member for four years, student perceptions and expectations of academic advising were compared with administrative goals. No attempt was made to measure or compare the effectiveness of any given advising system.

Two related methods were used for gathering data: 1) A survey instrument elicited information from a cross-section of students representative of various academic disciplines and encompassed entering freshmen through graduating seniors. 2) Administrators, faculty, and professional advisers were interviewed by one of the authors to obtain similar data. Using a standard Likert scale, all students were asked to consider the importance of 17 characteristics of academic advisers (i.e., their expectations); enrolled students also rated their academic advisers with respect to these same characteristics (i.e., their perceptions).

Although interpretation of the data was not complete at the time, some preliminary findings were discussed. Clearly, incoming freshmen expect the academic adviser to be a panacea as well as a friend. Almost without exception, all 17 characteristics were rated important or very important; there was essentially no discrimination. Enrolled students, on the other hand, were much more discriminating, and differences among advising systems and various classifications of students were apparent. It appears that advisers often exceed student expectations when factual information is involved and in their respect for confidentiality. In contrast, the failure of many advisers to discuss openly and candidly the student's interests and abilities as well as the options available upon graduation came under sharp criticism. Areas such as this, where advising and counseling overlap, were identified by advisers--faculty advisers in particular--as a problem. Advisers expressed confidence in the more cognitive aspects of academic advising, but were uncomfortable with the non-cognitive aspects and cited time constraints as an additional complication. This was less true of professional staff advisers, although time constraints were still a concern.

Even at this stage in the study, it is abundantly clear that a lack of communication is the basis for much of the discontent with academic advising. It would seem that everyone "knows" what academic advising is and is not, yet the process seems to be very much shaped by the individual adviser. The need for concise, unambiguous statements of what students can and should expect from academic advising is unmistakable. These statements should be transmitted at the earliest possible moment--as printed information included with an acceptance to a university or as printed/oral information presented during new student orientation programs. There appears to be a dramatic shift in students' attitudes toward academic advising during their academic careers. The purposes of and goals for academic advising should be defined and publicized to provide students, advisers (faculty and professional staff), and administrators a common base from which to operate, evaluate, and change.

Copies of the survey instrument are available upon request.

"Advising High-Risk and International Students"

Presenter: *Eileen McDonough, Coordinator of Academic Advising*
Barry College

Summary Authors: L. Armesto and E. McDonough

At a time of economic cut-backs and bare-bones academic budgets, Barry College has had great success in fulfilling the needs of two "special" student populations with one program. At Barry, the special student population is made up of two groups: high-risk native students and international students. These classifications overlap. The high-risk student is one whose SAT scores fall 100-150 points below those of the average student. The international student, on the other hand, while in many cases not a "poor" student and, in fact, many times a superior student, can be classified as high-risk because he/she faces the same linguistic and psychological difficulties as native high-risk students.

The problem is where to place these students to reinforce their basic skills, and, while they are reinforcing those skills, where to place them in other courses to give them the full complement of classes for full-time status while helping them adapt. The solution to this problem lies in an integrated approach that includes all college components, not only the academic; further, the solution deals with the student as a complete human being, not only as a brain to be stuffed with information. This integrated approach is the one that Barry College has instituted through the advising process.

In this approach, advising is the pivot around which revolve residential life, curriculum, and all other support services. To offer special students the help they need in all facets of their college lives, we have modificd all these areas. The adviser is the catalyst who initiates, follows through, and oversees each student's particular program. That is, the adviser, in consultations with the student, determines the needs--social, psychological, academic, etc.--of the student. Then the adviser contacts all pertinent campus personnel--faculty, financial aid officers, religious advisers, counselors, whatever is necessary--to explain the special needs and problems of the student. This process continues throughout the academic year so that students' problems are addressed as they arise before they affect academic performance.

The advantage of this approach is that one person, the adviser, is overseeing and coordinating every step of the process. All support personnel--faculty, counselors, whoever is involved--are functioning autonomously, but one person knows what all of them are doing for the particular student. The adviser then meets with the student periodically to assess progress.

This integrated, personalized approach has been highly succesful at Barry, particularly in reducing attrition. This succes is quantitatively documented by our research during the last four years.

"A New Concept in Adviser Handbooks"

Presenter: *Alexander McNamara, Associate Director, Transfer Advising Project*
Saint Louis University

Summary Author: A. McNamara

The presentation focused on the development, organization, and contents of a new Faculty Adviser Handbook and on the method used for distributing it to faculty advisers. It began with a review of a grant-funded faculty development program to upgrade the advising especially of transfer students. The program was carried out by the Office of Academic Advising which, however, sought frequent faculty input and employed a committee of faculty as consultants. These consultants were especially involved in producing the Handbook. As a means of introducing the Handbook and encouraging its use, a faculty advising liaison was identified in each academic department. After attending two three-hour workshops on the Handbook and on academic advising in general, liaison personnel assisted the program directors and the faculty committee in introducing the Handbook to the entire undergraduate faculty in individual department meetings. The liaisons continue to serve as advising resource persons within their respective departments.

The second part of the presentation was devoted to a review of the Faculty Adviser Handbook itself. The Handbook is divided into three parts which correspond to three central roles of the academic adviser. Part One views the adviser as a resource person and offers detailed information about all policies and procedures with which an adviser might be involved. Sub-sections follow the student chronologically through the University, and numerous checklists and points to consider suggest guidelines for effective advising and ways in which factual information might be applied and deal with judgmental and value-oriented aspects of academic advising. Part Two focuses on the adviser as a human link between the student and the University and covers such areas as curriculum rationale, decision-making models, and the adviser as advocate and as role model. This part also suggests ways in which the student might increasingly assume self-responsibility in the advising process. Part Three emphasizes the role of the adviser as facilitator. It presents guidelines and ideas on improving communication skills and thus addresses the interpersonal dimension of the advising relationship. Throughout the Handbook an attempt is made to relate each advising function to its effect on the student's development.

The lecture portion of the program was followed by questions from those in attendance. Most questions sought additional information about the development of the Handbook itself, faculty response to the project, and the training of faculty advisers in general.

The program was received most favorably. Both the large number of conference participants who attended the session and their reaction to it suggest a widespread interest in adviser handbooks and in working with faculty advisers.

"Toward Developing a Theoretical Base
for Academic Advising"

Presenter: *Joseph F. Metz, Jr.*, University of Maryland

Summary Author: J. F. Metz, Jr.

Using an open discussion format, this program explored bits and pieces of philosophy--Existential and Phenomenological--and of a theoretical interpretation of man's confrontation with his perception of reality, the Sociology of Knowledge. These bits and pieces organized by the presenter into eight major points, were examined to highlight their implications for advising behavior. Aside from practical application, each was treated as a necessary element in developing a "theory of advising".

Beginning with the existential dictum that "Existence precedes essence", moving through a discussion of "perspectives" as shapers of reality, and concluding with an examination of "The Efficacy of the Face-to-Face situation in Restoring the Uniqueness of the Student's World", presenter and audience engaged in a stimulating exchange of opinions, ideas, and experiences.

"Community College and Multiversity:
The David-Goliath Relationship Re-Examined"

Presenters: *Joseph Metz*, University of Maryland; *Ronald Slepitza*, University of Maryland; *Henry Busky*, Prince George's Community College; *Susan Rogers*, Anne Arundel Community College

Summary Author: J. F. Metz, Jr.

Focusing on a set of twelve objectives for successfully integrating multiversity and community college advising services, the presenters drew on professional experiences and background to illustrate their points. Comparisons were made between institutional environments and their implications for effective advising. Audience participation was invited, resulting in active and lively discussion.

The twelve objectives around which most of the program was structured are as follows:

1. Formal communication channels should exist between cooperating institutions to allow for the timely communication of critical information.
2. Colleagial relationships and other informal lines of communication should be supported by the administrators of the advising units within cooperating institutions.
3. Paraprofessional support teams should be established between cooperating institutions.
4. Training programs should be established for the institutional adviser to gain adequate knowledge of the advising systems within cooperating institutions.
5. Support for inter-institution cooperation should be built into the reward system for the adviser.
6. Standardized admission and placement processes and procedures should be established between cooperating institutions.
7. A dictionary of cooresponding course titles and descriptions should be established between cooperating institutions.
8. Within an institution, early contact should be established between the student and the adviser to insure transfer of programs and courses.
9. Ongoing evaluation efforts should occur between cooperating institutions to assess the extent of program integration and to develop practices to enhance inter-institution communication.
10. Upon student request, transfer of advising as well as co-curricular activities records between cooperating institutions should occur to assist the assimilation of the transferring students.
11. Adequate resources of cooperating institutions should be ear-marked and expanded to support integration efforts.
12. Collaboration should occur between student service agencies of cooperating institutions to increase the clarity, consistency and visibility of the support services provided.

"Selecting Effective Advisers"

Presenter: *Gerald L. Murray*, Ball State University

Summary Author: G. L. Murray

This investigation examines the possibility that a personality inventory, the Sixteen Personality Factor Questionnaire (16 PF), could be useful in predicting effective and ineffective Academic Advisers at Ball State University, Muncie, Indiana. Therefore, the 16 PF could be used as an instrument in the selection and employment of Advisers. This study also examines the possibility that the California F-Scale for authoritarianism could be used effectively for Academic Adviser Selection.

Previous studies have indicated that counselors scoring high on factors A, C, E, F, G, H, I and L of the 16 PF could be predicted to be effective counselors.

Other studies have indicated that individuals scoring high on the California F-Scale for authoritarianism would not make good counselors. The questions investigated in this study were related to the validity of these findings for academic advisers, who share many traits with counselors.

The samples for the study included the 20 advisers at Ball State University during the academic year 1978-79 and a stratified random sample of 840 undergraduate students enrolled in Ball State University classes during the 1978-79 academic year. The Director of Academic Advising was also included in the study to provide a supervisory rating of the 20 advisers. The study instruments, the 16 PF and the California F-Scale, were administered to the 20 advisers in the autumn quarter of 1978. The 20 academic advisers and 90 undergraduate students independently suggested items which were ultimately included in the Academic Advisement Questionnaire, a questionnaire specifically designed as an evaluation form with which students were able to evaluate their own advisers.

The students participating as a part of the sample were, of necessity, at least third quarter freshmen so that they would have had the opportunity to meet with their advisers more than once before completing the Academic Advisement Questionnaire. Over 97% of the sample had consulted their advisers at least once, with 86.6% indicating that they had consulted their advisers between one and four times during the academic year. Over 10% had consulted their advisers five or more times.

An independent random sample of 15 advisee evaluations was provided for each of three advisers scoring highest and for each of the three advisers scoring lowest on each of the selected scales of the 16 PF. The first 15 responses for each adviser were used for a factor analysis of the Academic Advisement Questionnaire and again for the three highest and three lowest scores on the California F-Scale for authoritarianism. The factor analysis of the Academic Advisement Questionnaire was accomplished by utilizing the first 15 responses for each of the 20 advisers in the study. This analysis indicated that there were four distinct factors inherent in the Academic Advisement Questionnaire: Human relations/Counseling skills, Advising skills--leadership, motivation, giving appropriate advice, Technical knowledge, and Technical/Clerical skills.

The questionnaire was developed in such a way that both those being evaluated (advisers) and those doing the evaluation (students) had input into the item pool. The final items were, for the most part, items which were picked from a larger pool of items by an independent group of students and the collective body of advisers.

Since the Academic Advisement Questionnaire contained some items of a global nature, it was possible to obtain mean scores on each adviser for each of two global items and also an overall mean score for each adviser for the total

questionnaire. The rank order correlation (rho) between the item "If you had the opportunity to change to another adviser, would you prefer to stay with your present adviser?" and a supervisory ranking was .29. The rank order correlation between the student rankings on the item "Considering all the qualities you think a good adviser should have, how would you rank your adviser?" and a supervisory ranking was .22. Finally, the rank order correlation between the overall mean ratings of the 20 advisers on the whole of the questionnaire and the ranking of the advisers by the Director of Academic Advising was .09. These rankings are clearly disparate.

A multivariate analysis of variance was performed for each of the eight included scales of the 16 PF (A, C, E, F, G, H, I and L) as were univariate analyses for each included scale of the 16 PF and for each of the four factors discerned by factor analysis for the Academic Advisement Questionnaire. The analyses were expected to reveal whether a relationship exists between advisers scoring high on selected scales of the 16 PF and receiving concommitant high ratings by a random sample of their advisees. An analysis of variance was also performed to see if advisers who scored high on the California F-Scale would score low on the ratings by their advisees. The analyses revealed the following:

1. Scales A (Reserved, detached versus Outgoing, warm, sociable); C (Affected by feelings, unstable versus Emotionally stable, calm); E (Humble, conforming versus Assertive, aggressive); F (Sober, serious versus Happy-go-lucky); I (Tough-minded versus Tender-minded); and L (Trusting, adaptable versus Suspicious, self-opinionated) were shown not to be statistically significant ($p < .05$) in differentiating between advisers receiving high student rating for effectiveness and advisers receiving low student ratings.

2. Scale G of the 16 PF (Casual, expedient versus Conscientious, persistent) was shown to be statistically significant in differentiating between advisers receiving high student ratings for effectiveness and advisers receiving low student ratings on Factor 2 of the Academic Advisement Questionnaire: Advising skills. The high scoring advisers on Scale G (conscientious, persistent) were rated high on advising skill by the student ratings while the low scoring advisers were rated low on advising skill.

3. Scale H of the 16 PF (Shy, restrained versus Venturesome, socially bold) was shown to be statistically significant in differentiating between advisers receiving high student ratings for effectiveness and advisers receiving low student ratings. The low scoring advisers on Scale H (Shy, restrained) were rated higher on effectiveness by students than were the high scorers on Scale H.

4. The California F-Scale for authoritarianism was shown to be statistically significant in differentiating between advisers receiving high student ratings for effectiveness and advisers receiving low student ratings on Factors 1, 2, and 3 of the Academic Advisement Questionnare. The advisers scoring high on the F-Scale also scored high on Factor 1 (Human relations), Factor 2 (Advising skills), and Factor 3 (Technical knowledge) of the Academic Advisement Questionnaire.

5. There was no significant difference in authoritarianism as measured by the California F-Scale between students with majors in the social sciences, business, humanities, and education.

6. There was no significant rank order correlation between a supervisory ranking of advisers on perceived effectiveness and a ranking based upon student ratings.

"Improving Advising Skills Using the Micro-Teaching Model"

Presenters: *Charles J. Nier and Paul Hettich*, Barat College

Summary adapted from program proposal.

Micro-teaching has been used by teacher trainers for two decades to bring about observable improvements in teachers' classroom skills. The format includes 1) practicing a basic teaching skill, 2) videotaping and replaying the presentation, and 3) analyzing the lesson/skill through immediate feedback. This model has been adapted effectively to the advisement setting to help advisers sharpen their skills and techniques.

In the training sessions held for General or Freshman Advisers, volunteers met with a prepared "student" to discuss one of five common student problems. Videotaped replay was conducted immediately following the advising session. Both adviser and observers were encouraged to comment freely, with the emphasis placed upon analysis. Although no formal evaluation was conducted for this pilot study, all who volunteered their opinions spoke very favorably of the experience.

Future development efforts include expanding the workshop to include other faculty who are in advising roles, other advising situations, and a technique other than micro-teaching for presenting advising situations.

"Advising the Undeclared Major: A Counseling Commitment"

Presenter: *Charles R. O'Brien, Director, University Counseling Center*, Western Illinois University

Summary Author: C. R. O'Brien

This program was intended to initiate a dialogue among participants regarding the academic advisement of those who have not declared a major. The usefulness and rationale for deferring major selection was discussed and selected relevant research was presented. In addition the efforts essayed at one institution--Western Illinois University--were described.

Available enrollment data suggest that, increasingly, new students are deciding not to declar majors. Instead, they are using their early college years as a time to examine their own aspirations, hopes and values. This exploration time can become a valuable aspect of their development and an integral part of their orientation to college/university life. The advantages of not declaring a major include fresh opportunities to explore both the self and the work world, a

comprehensive coordination with the developmental needs of students and the possibility of legitimatizing (for the student, parents and the college itself) this undecided status.

But the advisement of those who have not yet declared majors requires patience and self-introspection. Group and/or individual counseling can aid in such self-examination. The student with an undeclared major requires more than simply course selection and scheduling assistance; he/she may require help with values clarification, career exploration and personal growth. Only when these aspects of the advisement process are included can the student move forward and be prepared to make appropriate choices.

This program described some possible approaches to these individuals and articulated the importance of permitting professional counselors to advise undeclared majors. Perhaps more than other personnel in higher education, professional counselors can assist with such foundational concerns, concerns which are built on self-awareness and self-assessment.

The practical aspects of such counseling/advising were discussed in the context of the program at Western Illinois University. The commitment of the Counseling Center staff and their involvement in pre-registration procedures was outlined. An experimental course--Enriching University Life--was described, and the importance of ongoing liaison with academic departments and other campus advisers was stressed.

In addition, those attending were encouraged to share their perceptions and experiences. The efforts at Western Illinois University were not intended to offer a complete and/or "perfect" model. These efforts represent beginnings which underscore the importance of giving special and constructive advisement help to undeclared majors.

"Using the Computer Administratively in Advising"

Presenter: *Carol R. Patton*, Texas Christian University

Summary adapted from program proposal.

In light of recent attention on consumerism, retention, and student services in higher education, administration of academic advisement is emerging as a new profession. The computer offers unique possibilities as a management tool to academic advisement administrators who typically represent a broad range of backgrounds. Based on examples at Texas Christian University, potential advisement uses of the computer include: replacing filing systems with instantly accessible student information; calculating predicted grade point averages for incoming freshmen; printing simple, compact student information cards with advising data;

entering and updating advising assignments; individualizing student-adviser communications using word-processing systems; producing and storing an advising manual that is easily edited and reproduced; and producing statistical reports.

"From Major to Career for Women: Theory and Actuality"

Presenters: *Lynn Pawlicki, Academic Advising*, West Virginia University;
Eileen Kolynich, Career Planning and Placement, Fordham University;
Marie DeStena, Career Planning and Placement, Fordham University

Summary Author: L. Pawlicki

This three-part panel addressed issues confronting young women as they select academic majors and enter the job market.

First, Ms. DeStena reviewed what career development theories and Erik Erikson's identity theory have in common and how the content of these theories relates to academic advising. She pointed out the following reasons for occupational choice suggested by career development theorists: to satisfy physical and psychological needs; to implement self-concept by choosing an occupation which permits expression of self; and to match one's personality to a compatible environment. Erikson says that to solidify identity, which really should take place in the college years, the following issues should be resolved: commitment to a system of values and philosophy of life including a political ideology; finding religious values and beliefs; selecting a career; and accepting and developing one's sexuality. The theorists agree that the person seeking a career should explore, experiment, clarify values, identify interests, skills, aptitudes, motivating forces and discover preferred work life styles.

Ms. Kolynich identified behaviors which have been found to be influential in women receiving promotions, higher salaries, and in achieving successful careers. They are: working long hours and dealing with intensive competition; being geographically mobile; able to speak in front of an audience; separating the important from the unimportant and delegating the latter; carefully selecting women allies, mentors, and role models; and reading appropriate professional literature.

Many of these women are specialists such as accountants, lawyers, chemists, economists and engineers. As yet, few women have reached top level generalist management positions. Now that more women are obtaining MBA's this situation may change. Ms. Kolynich asked women to consider learning math to avoid being screened out of many positions.

Ms. Pawlicki reviewed the revolutionary life and work style changes for women in the last twenty years. Regardless of vast changes, she noted that the

majority of women are still working in traditional jobs. She identified three reasons for this fact: discrimination; sex-role conditioning; and presumed incompatibility of managing both family and career. She identified areas of conflict and anxiety for many professional women including lack of preparation for ordinary, aggressive, competitive atmosphere; wide-spread fear among women about the implications of their competence; and difficulties in managing relationships with men who are close to them.

Hopefully, women will be able to resolve areas of conflict, such as the struggle caused by a divided or uncertain sense of identity along with the responsibilities to self, home and family. Ms. Pawlicki then cited examples of students' conflict and progress by presenting four case studies. She suggested ways that academic advisers can play a critical role in helping deal with these issues.

"Computer-Assisted Academic Advisement:
Past, Present, and Future"

Presenters: *Erlend D. Peterson, Assistant Dean/Registrar and Gary L. Kramer, Coordinator of Academic Advisement*
Brigham Young University

Summary Author: E. D. Peterson

Introduction

Computer-assisted advisement, an extremely useful and effective tool in academic advisement, has caught the attention of educators nationwide. Regardless of the type of academic advisement program a university has, the implementation of computer-assisted advisement has demonstrated program improvement and efficiency.

Colleges and universities utilizing a computer-assisted advisement program have been able to generate for advisers and students institutional reports that are: 1) accurate and up-to-date; 2) costwise, less than a xerox page; 3) informative from which an adviser can focus on a student's professional, educational, and career objectives; 4) essential to graduation evaluation; 5) versatile with any type of advising delivery system (e.g., faculty, advisement centers, peer advisement, professional advisement); and 6) institutionally efficient in utilizing modern technology to decrease clerical costs and permitting adviser time to be spent in a professional advisement role.

The question, "Should computer-assisted advisement be developed for my college or university?" perhaps needs to be reworded to say, "When will my insitution implement a computer-assisted advisement program?"

Computer-assisted advisement can provide a solution to the most fundamental advisement problem of providing accurate information.

What is Computer-Assisted Advisement?

Computer-assisted advisement can be approached in many ways and with many variations in its printed format. Conceptually, a computer-assisted advisement program is a computer system which stores and prepares the graduation requirements for a student's record and produces a progress report which shows the student's progress in completing these requirements. The report generally includes: 1) all requirements for graduation (university, general education, major, etc.); 2) the specific courses which will satisfy the requirements; 3) the complete student record of all courses; 4) individual requirement waivers or substitutions; 5) additional credit for students such as Advanced Placement, military, CLEP, transfer, etc.; and 6) statement of deficiency.

Landmark Developments in Computer-Assisted Advisement

The first operational computer-assisted advisement program was developed in the College of Letters and Science at the University of California, Berkley. This program yielded a simple two-page document which provided a graduation summary of university and general education requirements. A preprinted form was used on which the computer printed the summary information. A second page of the document included a transcript summary of all courses. The College of Letters and Science Advisement Center obtained a computer tape each semester from the Registrar's Office and merged it with their own student course history tape. The program evaluated for university and general education requirements and not for individual majors; therefore, there was only one set of degree requirements which were tracked. The computer matched the individual student record against the requirements and printed the progress report. Progress reports were used by the college advisement center in distribution and also for advisement. This system was the forerunner to all other computer-assisted advisement programs. Unfortunately, difficulties developed, since the College was maintaining its own student history records, and it was not interactive with the Registrar's Office. Grade changes and corrections, therefore, were not reflected, and over a period of time errors in the College student record system became so immense that the system was discontinued in 1977.

In 1968, Purdue University developed the first total degree tracking program. The program was implemented for monitoring student progress and undergraduate and professional programs. Originally it was restricted to the student's actual major. However, during the following years, the program was expanded to match students' records against any valid major or minor in the university. The curriculum requirements are stored off-line and accessed each evening to print any report requested by a terminal throughout the day. Academic progress reports are produced automatically for each session and are distributed to the schools. These reports are used by academic advisers and students in preparing course requests for

the next session's registration. The computer-assisted advisement program is flexible and inexpensive and has been extremely successful. Purdue's computer-assisted advisement program provides a model to all universities.

In 1976, Brigham Young University implemented the first comprehensive on-line computer advisement system. This system provides both on-line (CRT) and printed document at the inquirer's request. The system was designed to include all degree programs at the university. The first terminal screen or page provides a summary of the university and general education requirements. It also provides on the printed form a mini-transcript of all credit completed. The university and general education requirements are tracked according to the student's date of entry into the university. The second terminal screen or page shows all major requirements categorized by college requirement, department requirement, major requirement, and specialization. It has the flexibility of tracking by courses, semester hours, or combinations. It also provides narrative information which can give specific information to students on a regular basis or can be adjusted each semester. The system also shows prerequisites, substitutes, waivers, and individualized programs. The system is designed to provide management planning information to department chairmen and to the academic vice-president's office. Progress reports are mailed to students each semester to assist in their registration. Each advisement center has on-line access to the computer-assisted advisement information and can request individual copies through their own terminal.

The computer-assisted advisement programs which have been developed at the University of Denver and Georgia State University also merit special recognition due to the length of time that they have been in operation, the sizes of student bodies that they are serving, and the accomplishments of their programs.

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"Academic Advising: The Questions Everybody Has and How to Go About Answering Them"

Presenters: *Cheryl J. Polson and William E. Cashin*, Kansas State University

Summary Authors: C. J. Polson and W. E. Cashin

This session primarily dealt with a discussion of the results of a survey of the NACADA membership regarding their research priorities. (The complete report appears in the first issue of the NACADA Journal.) Three hundred and fifty NACADA members (82%) responded to a survey sent in the spring of 1980.

The first nine questions of the survey solicited demographic information about the respondents. The responses to the last four questions, which were open-ended, were concerned with the research priorities.

NACADA members' responses to the first three open-ended questions, to what was or was not effective, and to a lesser extent what might improve the advising program, tended to fall into fairly easily identifiable categories. Most responses fell into four general areas: 1) advising personnel (regular faculty, professional advisers, etc.); 2) the clientele served (freshmen, minority students, etc.); 3) characteristics of advising (individual contact with advisees, concern for the whole student, inclusion of career development, etc.); and 4) special aids (curriculum guides, adviser handbook, computer assistance, etc.). More detail is given below for each item individually.

Item 10. Please describe one or more aspects of your advising program which you consider to be PARTICULARLY EFFECTIVE. The aspect most frequently described was providing individual contact with advisees. There were 38 such statements out of the 350 responses. Other frequently mentioned subjects were advising which deals with the student as a whole person (N = 26), advisers being readily available (N = 23), provision of accurate information (N = 22), and helping with career

selection (N = 22). Several respondents mentioned the type of persons serving as advisers as "particularly effective" aspects of their programs. Peer advisers (N = 27), combinations of faculty, peers and counselors (N = 25), regular faculty (N = 21), and professional counselors (N = 21) were all cited as effective personnel. Other respondents identified programs for particular clientele as being especially effective--programs for undeclared students (N = 25), for freshmen (N = 21), and for high risk students (N = 16). There did not appear to be any patterns of differences between respondents from public and private schools; this finding may have been due to the small number of responses in any given category.

Item 11. Please describe one or more aspects of your advising program which you consider NOT effective. Fifty-four of these responses described some kind of institutional/administration lack of support for advising. Fifty-one responses indicated that, in general, the use of regular teaching faculty as advisers was not effective. Another 21 responses described some specific aspect about the use of regular faculty. For example, 11 responses indicated that requiring faculty to advise was not effective. Another 34 responses dealt specifically with the lack of training for faculty advisers. Lack of adviser availability, whether regular faculty or professional adviser, was cited in 34 responses. Lack of involvement with career exploration on the part of the existing advising program was described in 26 responses, and lack of communication and coordination among various institutional offices was included in 22 responses.

Item 12. Please describe one or more things which MIGHT IMPROVE your advising program (things which you do not presently do). More than 100 responses fell into a given category, the only such occurrence on this survey; improving the rewards for effective academic advising was cited by 120 respondents. Direct pay raises or more indirect rewards through giving advising greater weight in promotion and tenure decisions were cited as means to reward advising. Sixty-four responses dealt with some kind of organizational change such as developing centralized advising for the entire institution, requiring an advising interview for all freshmen, and beginning an orientation program. Forty-five responses dealt with improving adviser training, 33 with improving career advising, and 29 with improving the evaluation of the advising program and/or of individual advisers.

Item 13, the fourth open-ended item, dealt specifically with research priorities of NACADA members. The item read: Please indicate one or more questions about advising which you would like to see studied. Most questions indicated by NACADA members were variations on the very general theme regarding what is effective in academic advising or what works. Many questions dealt with the effectiveness of specific programs such as programs for undecided students, high risk students, freshmen, transfers, honor students, adult students, women, foreign students, and

minority students. Other questions were concerned with which campus personnel are most effective as advisers: regular faculty, faculty volunteer, professional counselors, professional advisers, peer advisers, paraprofessionals, to name a few. Other questions concerned what kind of organizational structures are most effective: centralized advising for the entire institution, for departments, advising by majors, and so on.

Some of the questions dealt with four fairly specific issues. Forty-eight respondents indicated concern with the relationship between advising and retention, especially whether improved advising would increase student retention. Thirty-five questions asked how could advising be evaluated, especially whether there exists an effective rating form to evaluate individual advisers. Twenty-five questions dealt with issues related to rewarding effective advising, and 21 were related to the place of career counseling in academic advising and how it might be improved.

"Functions of Advising"

Presenter: *E. Bruce Potter, Associate Dean, University College*, University of New Mexico

Summary Author: E. B. Potter

An advisement functions Model was presented and discussed during an evening topical seminar. This Model is derived from continuing analyses of adviser-student interactions.

Four fundamental, discrete functions have been identified: Information, Clarification, Insight, Self-acceptance. Each of these four categories is easily distinguished from the others. Differentiation is apparent throughout the Model.

The Model was described as having significant implications for differentiation among such matters as the following: the educational qualifications of advisers; the relationships between advisers and other staff members; the physical setting; the format of the adviser-student interaction; and the substance of the interaction.

Information. This type of advisement essentially has an information-giving function. Information is typically given in written forms, or, orally in direct response to student's questions. The information may be simple or complex, but it is given here without interpretation or translation. The following is an example of an information statement: "You have been placed on academic suspension."

Clarification. The advisement function here is typically an interpretation and translation of the basic information. The administrative assistant provides explanations that are essentially clarifications. Example: "The University has an academic suspension policy because it is concerned about a student's lack of qualitative progress toward a degree."

Insight. The advisement function at this level is through cognitive analysis. The adviser functions as an educational consultant. Example: "Let's discuss the advantages and disadvantages of the various educational options open to you as a student who has been academically suspended."

Self-acceptance. The function of advisement at this level involves affective factors. Example: "Would you like to talk further about the frustration you feel about being academically suspended?"

Discrete Functions of Academic Advisement

	Information	Clarification	Insight	Self Acceptance
Content	Data	Procedures	Options	Values
Nature	Presentation	Discussion	Analysis	Awareness
Focus	The data	Institution	Student	Person
Perspective	Atomistic	Atomistic	Holistic	Introspective
Setting	Public	Semi-private	Private	Private
Length	2-10 min.	5-10 min.	20-60 min.	Multiple sessions
"Adviser"	Clerk	Admin. Ass't.	Adviser	Counselor
Educ. Level	High school	A.A. Degree	A.B. Degree	Counseling M.A.

"Invisible Yardsticks:
Hidden Assumptions Affecting Measurement of Advising Services"

Presenter: *E. Bruce Potter, Associate Dean, University College*, University of New Mexico

Summary Author: E. B. Potter

Introduction

The need for accurate measurement of academic advising services is urgent. As funds have become scarce, pressures for student retention have increased the need for evaluation of programs and accountability. Accordingly, valid and reliable measurement of advising has become of fundamental importance. Accurate measurement of academic advisement is necessarily complex. The subtle assumptions underlying measurement are not easily recognized, but are often veiled from direct view and with an influence that is both widespread and deep. Inaccurate data have too often been generated, and ill-founded conclusions have too often been propounded.

The presentation identified and described 16 assumptions that have shown themselves to be particularly mischievous. The fifty persons present were most receptive, with discussion continuing at this last session beyond the closing time of the conference. These assumptions were as follows:

Assumptions Relating to Definitions

1. That "population" is adequately defined.
2. That "student" is adequately defined.
3. That "advising" is adequately defined.

4. That "advisement session" is adequately defined.
5. That "satisfied with advising" is adequately defined.
6. That "adviser" is adequately defined. For example, it was noted that definitions must be explicit and differentiate between such as information-giving advisement aides, explanation-giving advisement assistants, educational planning adviser-strategists, and educational therapists.

Assumptions Relating to Adviser Role

7. That a superficial advising "purpose" is sufficient.
8. That the "type" of advising is inconsequential.
9. That adviser "authority" is irrelevant. The basic question here is whether the adviser is an administrator-controller, or rather, an educational consultant.

Assumptions Relating to a Sample

10. That the sample is appropriate.
11. That the response rate of the sample is adequate. For example, it was noted that the common response rates of 40% - 70% are not adequate, whatever the conditions.

Assumptions Relating to Statistics

12. That the average (mean) is an appropriate statistic.
13. That the correlation computations are appropriate.

Assumptions Relating to Conclusions

14. That the conclusion is based upon "sufficient" evidence.
15. That the conclusion is based upon "actual" not "implied", data.
16. That the conclusion does not substitute "cause" for "effect". For example, it cannot be concluded (as based upon the finding that many students who voluntarily see advisers do persist longer at an institution) that requiring all students to see advisers will necessarily improve student retention.

"Returning Women: A Campus Wide Commitment"

Presenter: *Sheila Moffitt Powell*, Old Dominion University

Summary adapted from program proposal.

Although all re-entry students need counseling specific to their own academic and personal concerns, women returning to college require a different approach. Old Dominion University has established a cooperative network of campus offices to deal with specific concerns such as managing home/college/job responsibilities, exploring careers and academic potential, improving study skills, and developing self-confidence. A network has been formed by the Women's Center, the Counseling Center, Office of Admissions, the Department of Academic Counseling and Testing, Career Planning and Placement, and Financial Aid; each office has designated a counselor for re-entry women. Designed for women interested in returning to college, the Women's Re-entry Day conference includes workshops, a panel of returning women

in various stages of their academic careers, a campus tour, a guest speaker, and a general question and answer session. Those who do not attend the conference are referred to a specific counselor in Admissions or the Women's Center depending on their immediate needs.

"Promoting the Academic Success of Underprepared Students"

Presenter: A. Faye Robinson, Western Kentucky University
Summary Author: A. F. Robinson

This presentation discussed a study conducted at Western Kentucky University during 1979-80 by the presenter and a colleague, Ms. Alice Rowe. The researchers attempted to identify among academically successful students who had entered the University with low (at least two points below the institutional mean) ACT composite scores some characteristics or experiences which were not shared by other academically comparable entering freshmen who had been unable to attain a grade point average of 2.0 by the end of their first year. In the study, 20 unsuccessful students were matched in terms of ACT scores and high school grade point averages with 20 successful students. High school and college records were examined, and a random sample of matched students were interviewed.

Results of the study indicate that a "low-ACT" student is likely to have much difficulty in college if he/she graduated from a very small (graduating class of less than 100) high school, went through a "phase elective" high school program or took too few "college prep" courses in high school, and indicated on the ACT data form the need for help in study skills and in no more than one other basic skills area. During the first college year, members of the successful group (unlike the unsuccessful) took a right load (12-15 hours) each semester, completed successfully an English course each semester (even though their mean ACT English score was 1.1 points below that of the unsuccessful group), and took only or primarily general education courses rather than undertaking courses toward a major program. Goal realism was also a distinguishing factor.

The presentation consisted of an overview of and statement of purpose for the program, background information which led to the study, methods used, description of subjects, findings, and use of those findings in advising underprepared freshmen. Time was allowed for questions and and for audience participation. Handouts were distributed.

Participants' reactions were quite positive. Much discussion took place and several individuals requested that a copy of the entire study be mailed to them. Participants' evaluations further confirmed the usefulness of the presentation.

"Learning the Ropes
(Advising the Older-Than-Average Student)"

Presenter: *Judy Rollins, Assistant Dean, College of Home Economics*, Kansas State University

Summary adapted from program proposal.

The College of Home Economics at Kansas State University offers advice and assistance for the older-than-average student who has particular needs and concerns. A one-credit evening course was designed to attract students to the campus who were considering attending college but felt reluctant to enroll. Considerations included students' limited flexibility due to other responsibilities such as employment and child care. A seminar addressing the advising needs of older students was held each fall for all faculty advisers in the College of Home Economics. In addition to the development of a "Survivor's Handbook" for these students, the advising program was later extended throughout the University. Emphasis was placed on advisers being attuned to the special needs of older students in order to effectively facilitate their adjustment and encourage the pursuing of their educational goals.

"Adult Student and Faculty Expectations of
Academic Advising in a Nontraditional University"

Presenters: *Carol Ryan and Elizabeth Shippee*
Metropolitan State University

Summary Author: C. Ryan

Today, institutions of higher education and their academic advisers are seeing increasing numbers of adults among student populations.

Metropolitan State University (Metro U), in St. Paul-Minneapolis, Minnesota, is an upper-division, competence-based nontraditional university whose mission is to serve adults who wish to complete college work. In the NACADA workshop, a slide-tape presentation was used to review the purpose and programs of the University. Following this presentation Carol Ryan reported on a study in which she compared newly enrolled Metro U adult student and faculty expectations of advising, perceptions of the concerns of adults as they return to school, and reported on services adult students would use. Workshop participants were asked to write down factors they thought might be important considerations in advising the adult student and to discuss differences between advising the adult and the eighteen to twenty-two year old student. (Adult students were defined as twenty-five years of age and older.)

The Metro U study indicated that both entering adult students and faculty at the University judged most of the fifteen advising factors listed in the

questionnare as important. The factors identified in the study clustered around the categories of accessibility, specific and accurate information, personal and caring relationship, and advice and counsel. Development of self-awareness through the adviser-advisee relationship was not perceived as important by either group.

Adult students at Metro U reported that their two most important concerns were trying to fit school into their schedules and financing their education. Faculty also recognized the importance of these concerns but thought that the degree of concern about self-confidence, isolation and study skills was greater than that indicated by the students. Almost half of the student respondents said that they would use a job placement service, if available, and almost one-third would use tutoring and vocational testing services. Sixty-one percent of the new students said that they would like to meet with their academic advisers once a quarter as they pursued their programs.

Workshop participants and leaders listed and described some important factors in advising adults as compared to younger students: greater diversity within the adult student population; more self-directed individuals; and special needs of returning adult women for more structured advising, encouragement to pursue new nontraditional careers, and the need to fill gaps in science and math background as they continued formal education.

"Improving Faculty Advising in Academic Departments:
Three Case Studies"

Presenter: *G. Robert Standing*, California State University-Chico
Summary Author: G. R. Standing

This program was a report of a semester-long project to improve academic advising and increase retention in three academic departments of a medium-sized state university, through a collaborative effort of faculty, consultants, and professional advising staff. Academic departments, despite the existence of a central advising office on campus, are the primary source of advising. It was felt that by focusing efforts on a limited number of departments over an extended period of time, a much better understanding of what helped would be achieved than could be achieved through more generalized efforts with all departments. Certain conditions were specified and met in the project:

1. There should be faculty "grass roots" involvement in defining and carrying out the project in order to increase the acceptance of change. Consequently, each step in the project was reviewed and approved by key faculty members and in some cases carried out by those faculty rather than by the professional advising staff.

2. Diversity in the three departments was desirable. English, Home Economics, and Sociology were selected which represented three different schools within the University and were quite distinct from each other in their approaches to advising and in their several characteristics.
3. Possible application of the project components to other departments in the University and elsewhere were sought. Several of the approaches used in the project are indeed proving valuable elsewhere.
4. Certain activities were agreed to in advance by the three departments. These included pre- and post-assessment of retention rates and student attitudes toward advising, a faculty training program, and collection and analysis of demographic data describing majors in each of the three departments. In addition, the departments carried on other activities through the project appropriate to their needs.

The project was initiated in January 1980, beginning with the gathering of demographic information describing students majoring in each of three departments. This information was shared with the facluty in the first of a series of advising workshops held in each of the departments. Two different advising evaluation instruments were developed for the project, designed to assess students' attitudes toward advising and their major departments. A consultant was brought in. The departments were assisted in developing surveys for use in assessing their alumni's feelings about their programs, and other approaches were made to help the departments strengthen their advising programs. Retention rates were measured.

Faculty were very responsive to the program and positive in their evaluations. Copies of the instruments used in the program and other materials are available.

"Academic Counseling Services for Reinstated Students"

Presenter: *Harold W. Toliver*, Tuskegee Institute

Summary Author: H. W. Toliver

In addition to individual effort, determination, desire, and hope, there must be some other facets to the educative process for a growing number of students. There is a developing attitude that is catching on across the country that may have some serious ramifications for students of today and more so in the future. This attitude centers on the moral attitude of the institution to recognize that there is a serious difference in equal opportunity for admission and the opportunity to complete a program of study, more so for a student to complete a course of study of his/her choosing. Taking into consideration the level of precollege preparation, exaggerated motivation, and high expectations of many students, this attitude may have serious effects on the entire higher education arena.

Several observations led to the establishment of this program at Tuskegee Institute: 1) A casual comparison of the size of the graduating class and the number of entering freshman students suggests that a discrepancy exists.

2) From an economic point of view it seems logical, in the wake of escalating recruitment costs, to keep a student rather than recruit one. 3) In a declining pool of available potential students, it will be more difficult to maintain a given student population. 4) The number of students dismissed for academic reasons, being placed on academic probation, applying for readmission, and being readmitted continually increases. 5) There is limited utilization of counseling services by reinstated students. The stated primary objective for the program is "to provide programs and activities which will assist in the realization of a grade point average of at least 2.0 by a minimum of 10% of students readmitted with academic probationary status after having been dismissed for academic reasons".

Program activities include: 1) mandatory attendance at four individual counseling sessions each semester (one assessment, two monitoring and one summation); 2) regularly scheduled tutorials (individual and group); and 3) growth-group learning and skills activities (assertiveness training, how to study, listening skills development, etc.).

Table of Results

	Dismissed	Reinstated	2.0 or better (year)	2.0 or better (accum)	Carry Over
1978-79	527	147	39	24	6
1979-80	385	97	42	8	34
1980-81	383	180			

Counseling centers historically have had limited involvement in the battle against student attrition. This program is a back door approach in that it focuses on students who have reached the level of difficulty which would under normal circumstances eliminate them from the ranks of college students. Results from this program suggest that counseling centers, through academic counseling programs, may play more active roles in reducing student attrition.

"Planning for College Success--
Students Making Their Own Decisions"

Presenter: *Sharon Van Tuyl, Educational Adviser,* Des Moines Area Community College
Summary Author: S. Van Tuyl

Community college education is opportunity oriented. Admission to the institution is essentially "open door". Students must be helped to enter that door at a point at which they can find success and satisfy their own needs. Further, the institutions must be prepared to meet the human needs of all who walk through that "open door".

Community college education is goal oriented. Students come to the community college seeking "something". For many, that "something" is quite specific--

training for a particular career or preparation to complete a baccalaureate degree. For others, it may be to determine "what do I want to become" or "what should I do with my life". Many community college students are involved in this goal exploration and definition process, and the Student Life program must be prepared to help them progress from that point.

As part of the admissions process at Des Moines Area Community College (DMACC), the Career Education and full-time Arts and Science students are required to submit an application, have a copy of their high school or college transcript on file, and attend a Planning for College Success (PCS) workshop. Part-time Arts and Science students are not required to attend a workshop at the present time. Since DMACC is an "open door" institution, ACT, CQT, etc. scores are not required.

The PCS workshop is an integral component of the PCS program, an admissions/enrollment program that utilizes self-assessment in helping applicants make a successful entry into DMACC. This program grew out of a Student Life objective established to develop a system for using "self-assessment with students in relation to program selection, course selection, career planning and definition of developmental needs". The objective was one of several objectives designed to move the Student Life function towards implementation of a human development philosophy of which self-assessment is a basic tool.

The goals of the Planning for College Success Workshop are to help applicants assess their readiness for college studies and to develop a plan for achieving their college goals. It is an experience in which the participants are taught the knowledge and skills they need to evaluate themselves, in particular their academic ability and goal commitments--the two most important factors in predicting college success. In a very real sense it is teaching people how to make their own admissions decisions.

The purposes of this workshop are to 1) teach students how to assess their readiness to begin college studies, and 2) assist students in developing plans for successfully attaining their educational goals at Des Moines Area Community College. During the workshop, students will be involved in the following activities:

1. Assess their academic strengths and weaknesses in relation to their courses of study.
2. Identify what is motivating them to attend college.
3. Describe the career/life opportunities their courses of study/program choices will make possible.
4. Know what other learning needs they must plan for in order to reach their educational goals.
5. Utilize the special college services that are available to assist them with their academic, career, and personal needs.
6. Identify the necessary next steps for achieving academic success and set goals for meeting these needs prior to or during enrollment.

7. Use the skills and knowledge they have learned for periodically re-examining their plans and revising them as needed.

At the end of the day, we hope the students will be able to accomplish the following tasks: 1) identify their strengths and weaknesses; 2) have a better idea of what they hope to get out of a college education; 3) identify some of the jobs they will qualify for after they complete their programs of study; 4) identify barriers and roadblocks that could keep them from finishing their college programs; and 5) learn about the special resources they may use to improve their academic careers and personal development. This is a six and a half hour systematized, personal, self-assessment workshop where the applicants spend four hours measuring their academic success, two and a half hours in motivation assessment, and two hours in academic planning.

The PCS workshops are conducted by 13 staff members who are counselors (N = 10), educational/academic advisers (N = 2), and the Director (N = 1) of the Career Life Planning department.

"Career Advising: A Challenge for the Faculty of the Arts and Sciences"

Presenter: *Caroline Aitken Venglar, Research Associate, Center for Social Research and Development*, University of Denver

Summary Author: C. A. Venglar

Highlights of a distinctive project to integrate career advising with traditional liberal arts and sciences programs were presented for audience comments, questions, and general discussion. The University of Denver developed and implemented this project to address student needs both for career advising and for information about the relationship between academic and career goals. The major objective was to investigate career education within the liberal arts and sciences.

Approach. Since the faculty members in an institution of higher education are the principal contacts for students, faculty are in a good position to influence students in the areas of career awareness, career planning, and goal setting. The introduction of career principles and information within the liberal arts and sciences was achieved by developing faculty, departmentally-based career education activities and programs.

Activities. Project staff worked closely with interested faculty in 15 departments representing the humanities, physical sciences, and social sciences in the College of Arts and Sciences and the management disciplines of the College of Business Administration. All 15 departments developed and implemented career oriented activities. Eight departments prepared and distributed career advising materials; three departments offered career courses for credit; two departments

held class sessions on careers; two interdisciplinary courses were offered; three departments prepared proposals for career-related curriculum programs; and three departments held faculty-student-community exchange workshops.

Evaluation. The method chosen to evaluate the impact of the project was a questionnaire survey. A questionnaire for faculty and a questionnaire for students were developed and administered. An analysis of the results suggest the following conclusions:

1. Most faculty were supportive of integrating career education into liberal arts departments and viewed advising students on career opportunities as part of their function.
2. Most faculty engage in such basic career education activities as keeping current on career opportunities for majors and advising them about career-related decisions, but a minority of faculty teach career education concepts in their courses or arrange for significant contacts with the business community.
3. The core faculty members who worked closely with the project advised more students about course selection in light of career options, arranged for student contact with more community business persons, and taught more career education courses than the other faculty in the university.
4. Students exposed to career education materials and activities were able to list more career options for graduates in their major and to identify more skills they were learning which would be relevant to their careers than other students.
5. Students exposed to career education were more confident than other students about getting good jobs.
6. Students were generally even more positive than faculty about integrating career education into their liberal arts curriculum.
7. Students receiving career education communicated more frequently with faculty, alumni, and fellow students about career decisions than did other students at the university.

Dr. Venglar directed this project which was supported by Grant No. G0078C0032 to the University of Denver from the Office of Career Education, H.E.W. Alvin Goldberg, Ph.D., Principal Investigator.

"A Developmental Program of Advising
at Heidelberg College"

Presenters: *Raymond A. Wise, Chairman, Department of Physics; Leanne O. Wolff, Chairperson, Department of Communication and Theatre Arts*
Heidelberg College

Summary Authors: R. A. Wise and L. O. Wolff

TSD is a goal-oriented advising program which relies upon developmental theory. Currently in its fourth year, TSD is a portion of a larger program entitled "Total Student Development". The program was designed after an extensive review of college-related literature including works by Sanford, Crookston, and Miller and Prince and the adult career change materials of Sturner and Bartsch.

All new students complete the structured program which involves approximately 20 hours of developmental and orientational meetings before classes begin, with an additional 8-10 hours occurring during the first semester. The students meet in small groups of 8-10 in which a faculty member and an upperclassman are assigned as a team of facilitators. The program was faculty-developed, and each year over 70 facilitators work in the program. Faculty involvement is voluntary, and they receive no compensation for their work.

The program objectives are to provide necessary information for a student's initial adjustment, including an understanding of the developmental process; to introduce goal-setting processes and components; to enable a student to assess strengths and weaknesses; to help a student integrate the social, cultural, personal, career and academic areas of the collegiate experience and to set goals in each area; and to make students aware of the college resources as strategies for meeting individual goals.

The program consists of 23 sessions all of which focus on some aspect of Sturner's Goal-Setting Schema. This includes sessions on group-building, developmental processes, future life preferences and goal-setting. Also included are sessions on Heidelberg graduation requirements, personal assessment, cultural development, time management and the registration process. Before classes begin, each student has an individual scheduling conference with the facilitating team. Sessions during the semester focus on values clarification, Strong Campbell Interest Inventory evaluation, second semester goals and a 4-year academic plan. A facilitator's Manual has been developed and is available.

Evaluations indicate that freshmen and facilitators see the program as helpful, making the student aware of the academic and non-academic opportunities of the college. Some faculty members still do not see this type of program as necessary and/or a part of the faculty member's responsibilities. Time demands are great and many faculty resent this. Overall however, TSD has resulted in a significant improvement in academic advising.

The program was presented in a mixed format including lecture, slides overheads, handouts, and question-answer segments. Program evaluations indicated that participants found the program quite informative and useful.

"Adviser Burnout: The Cause and Some Cures"

Presenter: *Dorothy E. Wynne*, State University of New York at Buffalo

Summary Author: D. E. Wynne

The presentation on burnout elaborated on the paper distributed at the meeting detailing one institution's response to burnout in its advisement staff. Questions

followed an informal summary of the paper. The emphasis was upon organizational response to the problem rather than on individual response.

After citing some of the causes of burnout as described in the literature, there was an accounting of what the new director of advisement did to combat these problems among the advisement staff of the State University of New York at Buffalo. The steps taken by the director included the following:

1. To lessen the uncertainty about roles and duties (one of the major causes of burnout), clear-cut lines of responsibility were established. Evaluation sessions between the director and each adviser were held regularly.
2. To increase the advisers' ability to affect the work situation, each adviser became responsible for one specific area of advisement. Within that area, the adviser made decisions and was spokesman for the division when other departments were involved. Policy decisions affecting the entire staff were discussed at staff meetings and adviser recommendations were given serious consideration.
3. To insure feedback regarding adviser performance, the mandatory once-a-year appraisals were supplemented by regular meetings between the director and each adviser.
4. To lessen the pressure on an overworked staff, expanded opportunities for attending workshops and seminars were made available, affording both time for learning skills which enabled advisers to use their time more effectively and for getting perspective.

Other organizational changes included greater interaction with faculty members and increased public recognition of good work. These steps were taken without a change in budget and without the need for lengthy bureaucratic hassles. Similar alterations can be made at any institution which takes the time to consider not only student needs when setting up job tasks but staff needs.